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STATISTICS, WASHINGTON, D. C.

A STUDY OF OCCUPATIONS
IN THE
CLOAK, SUIT, AND SKIRT INDUSTRY
OF GREATER NEW YORK
AND
AN APPRENTICESHIP PLAN FOR
CUTTERS

BY
WILLIAM THOMAS BAWDEN

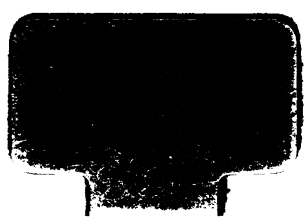
A. B., DENISON UNIVERSITY, 1896

B. S., COLUMBIA UNIVERSITY

SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIRE-
MENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY
IN THE FACULTY OF PHILOSOPHY,
COLUMBIA UNIVERSITY

NEW YORK CITY
1914

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PART II.—OCCUPATIONS IN THE CLOAK, SUIT, AND SKIRT INDUSTRY OF NEW YORK CITY, WITH PLANS FOR APPRENTICESHIP FOR CUTTERS AND THE EDUCATION OF WORKERS IN THE INDUSTRY.¹

BY WILLIAM T. BAWDEN.

INTRODUCTION.

The traditional necessities of the human being are food, clothing, and shelter, but for civilized man each of these has been developed into an elaborate formula. There is even a tendency to apply the term necessity progressively to other items formerly classified as conveniences or luxuries.

To provide clothing for the human race requires now a minimum of attention on the part of each individual and the entire time and energy of many thousands. The making of hats and caps for men and boys, millinery, boots and shoes, hosiery, gloves—each of these is an immense industry in itself, and some of these are subdivided. In the making of garments, strictly speaking, the following distinct industries are now to be found, each with its own methods of production, kinds of raw material, factory organization, and labor problems:

Men's and boys' clothing.

Custom tailoring.

Raincoats and waterproof clothing.

Cloaks, suits, and skirts.

Ladies' tailoring.

¹ The apprenticeship plan for cutters here given is the result of a request by the board of arbitration made to Mr. Chas. H. Winslow while carrying out the investigation of wages and regularity of employment, etc., that an attempt be made to work out an apprenticeship plan for cutters acceptable to both employers and employees. Conferences for the working out of the plan were thereupon held, consisting of representatives of employers and employees, and Dr. Walter E. Weyl representing the board of arbitration, Mr. Chas. H. Winslow of the Bureau of Labor Statistics, and the author of this description of the plans for apprenticeship for cutters and the education of workers in the industry. The plan here described is the result of those conferences.

The plan for education of workers in the industry was worked out following the tentative acceptance by both employers and employees of the apprenticeship plan for cutters upon a further request from the employers' association and the unions.

Dresses and waists.

Wrappers and kimonos.

Children's and misses' garments.

Woolen underwear.

Corsets.

White goods: Muslin underwear and lingerie.

The following report deals with occupations in the cloak, suit, and skirt industry of Greater New York. It admits of presentation as a study logically complete in itself, but it is also to be considered as an integral part of a much larger investigation conducted by the board of arbitration during the winter of 1913-14.¹

It will be found that this report is characterized by certain omissions and limitations. This is due partly to conditions under which the work was done and partly to the policy by which it was guided. It was believed to be more profitable to undertake a limited piece of work and to attempt to do it thoroughly than to spread a superficial inquiry over a wider area.

The objects of study in the following pages are: The kinds of processes engaged in by the workers in this industry and the qualifications necessary for success in the same; provision made by the industry, as now organized, for the promotion of the individual from the less skilled and lower-paid occupations to those of higher grade; the possibility of so organizing the industry as to make this provision more successfully and economically, through apprenticeship, industrial education, or otherwise; racial and personal characteristics of the individuals employed. Consideration of wages is only incidental, in view of the attention given to this subject in another part of the general investigation. No attention is here given to the physical conditions in the factories, because of the adequate provision made for dealing with this problem by the joint board of sanitary control.

The methods employed in prosecuting this inquiry are perhaps of equal interest with the results, hence the description includes sufficient reference to details to enable others to check up the results and also to make other investigations whose results might be comparable.

If this study contributes something to the understanding of conditions in the industry and to the improvement of those conditions through the adoption and perfection of measures for the adequate training of the worker, it will have served its double purpose.

¹ The general inquiry into conditions in the industry was under the immediate supervision of one of the members of the board, Dr. Walter E. Weyl, who placed its direction in the hands of Mr. Charles H. Winslow, special agent of the United States Bureau of Labor Statistics. To the writer of this report was assigned the problem of analyzing and describing the occupations in the industry and assisting in the development of plans for apprenticeship.

DESCRIPTIVE ANALYSIS OF OCCUPATIONS.

In order to prepare a description of the kinds of processes carried on, numerous visits were made to factories and extended conferences were held with employers and with expert workers in all divisions. The various groups of occupations were written up and the written accounts gone over carefully, paragraph by paragraph, by both employers and employees in many different factories. The statements as here presented, therefore, have received the critical examination and final approval of numerous individuals who know the industry from extensive inside acquaintance. At the same time they represent the personal observations of an outsider.

The first point that impresses the investigator as he examines the factory methods in this industry is that subdivision of labor has not been carried to anything approaching the extremes that characterize many other lines of work. The occupations are much more specialized even in other branches of garment making, as in men's clothing, or in dresses and waists. The number of individuals engaged in monotonous and repetitive processes is very small, if not negligible.

The occupations are conveniently divided into four groups, those connected with:

1. Planning and designing the garment and making the pattern.
2. Cutting the cloth from the pattern.
3. The actual construction of the garment.
4. Pressing.

DESIGNERS.

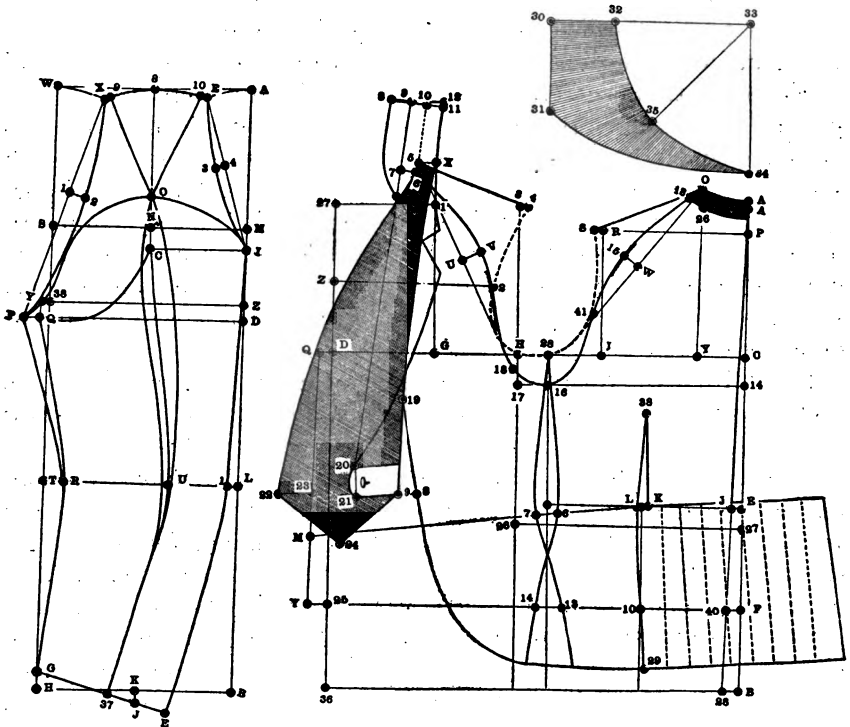
The first person involved in the process of manufacturing a cloak, suit, or skirt, is the designer. At the beginning of the season the first thing that is done is to settle upon a standard or foundation garment (also called body garment) for each of the various distinct styles or lines that it is proposed to make. This standard garment is one made on plain simple lines, and in some cases holds over from season to season with no substantial changes. The principal qualification is that it shall fit and hang properly. The standard garment is to the work of the designer what the fondant is to the work of the candy maker, who from one common base is able to produce a great variety of confections. The accompanying diagram shows the draft of a pattern for a plain standard jacket (light lines), and the pattern for a style derived from it (heavy lines). The shaded portions represent the parts of the vest.

From the pattern for the standard garment the designer has the sample maker make a model, using for this purpose pressing cloth. This material gets its name from the use made of it by the presser (who is described later), who places a piece of it between the hot iron and the garment on which he is working during the process of pressing.

Pressing cloth is a light weight of unbleached linen duck. Aside from the uses mentioned, it is sometimes used in making pockets in trousers in cheap grades of men's clothing.

The designer places the model made of pressing cloth on a dummy form and uses it as a basis from which to derive a new style. With a piece of black crayon he indicates on the goods the various changes that will produce the new garment that he has in mind. By changing the location of seams, size and shape of lapel, style and position of pocket or cuff, amount of cutaway, or length, a new garment is created. The pressing-cloth model is then taken apart and cut on

DRAFT OF PATTERN FOR PLAIN STANDARD JACKET.



the new lines as indicated by the black-crayon marks. The separate pieces are then pressed out, and laid in position on a large sheet of paper. After making the necessary allowances for seams the exact shape of each piece that is to enter into the garment is traced on the paper. The paper is then cut on the lines as drawn, and the several pieces of paper resulting constitute the pattern for the proposed new garment. The original pattern is always made in size 36.

A sample cutter cuts out the material for a model or trial garment, again using the pressing cloth, without lining or interlining, and the sample maker puts it together. This model is examined very care-

fully by the designer to determine whether it fulfills the requirements in every respect. If necessary, it is ripped apart, alterations are made, and it is fitted on a dummy figure, until finally it is accepted as satisfactory. If alterations are made in the model the corresponding alterations are made in the pattern.

The pattern is then sent to the cutting department, where a cutter (who is described later) cuts out the material for a sample garment, including the cloth, lining, and interlining. This bundle of material, together with the necessary trimmings and buttons, is then sent to the sample maker, a skilled tailor who, working under the immediate direction of the designer, makes a sample garment.

The different parts of the garment are basted together by hand, and the partly finished garment is placed on a dummy figure, or a living model, according to the importance of the work or the grade of the output, and carefully examined at the different stages in the process of making. Because of the care with which the work must be done, and the necessary interruptions for trial and fitting, the sample maker takes very much longer in the making of this first garment than is required by the worker in the factory under the usual methods of production. The sample maker may spend two or three weeks on a garment that the piece tailor can make in one day. For this reason, principally, the sample maker is always employed on a week-wage basis.

In addition to assisting the designer in developing new ideas and styles by trying on, as indicated, models are also used in the show-rooms in the display of garments for the inspection of buyers.

It is to be understood that from a single satisfactory standard pattern, as described, the designer usually develops a number of variant styles. This is accomplished by designing for use with a suitable body pattern two or more forms of sleeve, collar, lapel, pocket, etc., and also by different uses and combinations of trimmings.

QUALIFICATIONS OF THE DESIGNER.—The designer must have an understanding of the work of all branches of the business and himself be a skilled mechanic, as otherwise he could not hope for success in designing garments that can be manufactured practically and economically. Almost all of the designers in the United States, it is said, began work as boys and learned their trade as tailors and cutters in Europe. They have come from Germany, Russia, Austria, France, and Italy, and in many cases have served regular apprenticeships. Designers range in age from 25 to 45 years.

The designer must make a thorough study of the requirements of the trade served by his house, as it would be disastrous to produce a line of goods either too elaborate and high priced or of too low grade.

The house usually purchases the material and puts up to the designer the problem of turning out garments that will sell. The designer is constantly on the lookout for new ideas. Those employed by the best houses regularly visit Paris and other European cities in search of the novel and the attractive. Styles which have been created by high-class custom tailors for exclusive patrons are frequently drawn upon for new ideas by designers who are able to reproduce from memory, with substantial accuracy, details from costumes seen in the market, in the hotel lobbies, theaters, cafés, and elsewhere.

A high degree of skill is sometimes shown by the designer in planning garments that can be cut out of the goods with a minimum waste of material. When garments are to be made in large quantities, and when low cost of production per unit is the important consideration, rather than style, it is necessary that the garments be capable of being put together by the tailor, or the operator at the machine, with a minimum of trouble. This means a lower manufacturing cost because of the lower piece rate for labor. The one thing that all manufacturers and designers strive for, however, is that elusive quality called "style." Without this quality a garment may not bring \$10 in the market; with it, another garment, costing no more for material and labor, may bring \$30 to \$50.

WAGES.—The earning capacity of designers varies greatly, of course, as does their individual ability. The wages paid vary from \$25 per week, or even less, for a beginner who is willing to work and wishes to gain experience under favorable conditions, to \$8,000 or \$10,000 per year in a few exceptional cases. Models earn from \$15 to \$25 per week.

CUTTERS.

GRADING THE PATTERNS.—The foreman cutter, or head cutter, takes the pattern which has been made by the designer, and gives it to the grader, who grades it to the sizes required by the orders which are to be filled. This means the making of a set of paper patterns by reducing and increasing, proportionately, the dimensions of the original pattern in order to produce patterns for the sizes smaller and larger than size 36, respectively. To do this work of grading skillfully requires considerable knowledge of drafting as well as of the work of the cutter.

DIRECTION CARD AND CUTTING TICKET.—The head cutter also makes out the direction card, on which are enumerated all the component parts of the garment. From orders received the office makes up a cutting ticket for each lot of garments to be made, and sends it to the head cutter. The cutting ticket specifies style, sizes, and quantities of garments to be made. Facsimiles of this card and ticket follow.

TRIMMINGS AND COMBINATIONS.—As soon as a sample is made, and as a part of the process of making up the estimate, a trimming girl prepares a list of buttons, hooks, ornaments, etc., that are used. A calculation slip, facsimile of which is here presented, is prepared for use in figuring the manufacturing cost of a garment. The trimmings are distinguished from the combinations as including items

SAMPLE OF DIRECTION CARD, SHOWING COMPONENT PARTS OF GARMENT.

CLOTH CARD.

Style No. 2538

Cutters must Compare their Tickets with Material and Patterns
by the Direction Card.

Shade No. 908 Width 36 inch Est. 6 $\frac{1}{2}$ yds
Skirt: Front of skirt 2063
2-piece Back 2516
Fly
Jacket: 2-piece Front 2 cuts } 2119
Back gore
1st part of Back 2119 X
2 Collars bias 2117
2 Sleeves 2007
Yoke 461
2 Bias pieces 6 x 15

TRIMMING CARD.

Style No. 2538

LINING.

Shade No. _____ Width _____ Est. _____

Foundation Front Facing
Canvas collar cloth pattern
3 strips Seam binding in Jacket
4 strips " " " Skirt

that are furnished to the operator or tailor ready made. Combinations is a term used to cover all kinds of cloth different from that which constitutes the main part of the garment (excepting linings and canvas), as well as trimmings, ribbons, laces, etc., that require the cutting out of material from patterns. Trimming girls earn from \$4 to \$15 per week.

VERIFYING SPECIFICATIONS.—The first work of the cutter is to take the direction card, cutting ticket, and piece goods supplied by the stock boy, and verify the number of yards of cloth required as specified on the direction card. This is done by laying out on the goods the pattern for size 36. The narrowest piece of goods is selected for this test in order to avoid any difficulty caused by variation in width, which may be due to unequal shrinkage or to lack of uniformity in the run of the mill. Stock boys earn from \$5 to \$15

SAMPLE OF CUTTING TICKET, SHOWING STYLE, SIZES, AND QUANTITIES OF GARMENTS TO BE MADE.

| Date <i>Feb 19</i> | | Style No. <i>4002</i> | | | | Order No. <i>1270</i> | | | |
|------------------------|------------|------------------------------|------------|------------|------------|------------------------------|-------|-------|---------|
| Date Cut <i>Feb 21</i> | | | | | | | | | |
| Cutter <i>18</i> | | | | | | | | | |
| | SHADE | SHADE | SHADE | SHADE | SHADE | SHADE | SHADE | SHADE | REMARKS |
| SIZES | | | | | | | | | |
| | <i>643</i> | <i>644</i> | <i>645</i> | <i>646</i> | <i>670</i> | | | | |
| <i>14</i> | | | <i>1</i> | | | | | | |
| <i>16</i> | <i>1</i> | <i>1</i> | <i>1</i> | <i>1</i> | | | | | |
| <i>18</i> | <i>1</i> | <i>1</i> | <i>1</i> | <i>1</i> | <i>1</i> | | | | |
| <i>30</i> | | | | | | | | | |
| <i>32</i> | | | | | | | | | |
| <i>34</i> | <i>1</i> | | <i>1</i> | <i>1</i> | <i>1</i> | | | | |
| <i>36</i> | | <i>1</i> | <i>1</i> | <i>2</i> | | | | | |
| <i>38</i> | <i>1</i> | | <i>1</i> | <i>1</i> | <i>1</i> | | | | |
| <i>40</i> | | <i>1</i> | | | | | | | |
| <i>42</i> | <i>1</i> | | | | | | | | |
| <i>44</i> | | <i>1</i> | | | | | | | |
| <i>46</i> | | | | | | | | | |

per week. This work frequently leads to a position as cloth buyer, in charge of the cloth department, paying sometimes as much as \$40 to \$50 per week.

If the specifications are correct, the work of marking and cutting proceeds. Suits are usually marked out and cut one size at a time; but if there is plenty of table room available, two or more sizes may be marked out at the same time.

MARKER, LAYING UP.—The pattern is marked out on the cloth with chalk and a piece of goods of the required length is cut off. This piece of goods with the pattern drawn on it is called the marker. The cutter then lays up the cloth to a number of thicknesses of this length, places the marker on top, and cuts all at one time. On special orders or garments the cloth is frequently, if not generally, cut one thickness at a time. When garments are made in quantities,

SAMPLE OF CALCULATION SLIP FOR FIGURING MANUFACTURING
COST OF GARMENT.

Number 4002

Shade 646

| YDS | MATERIAL | PRICE | TOTAL |
|------------|--------------------|-------------|--------------|
| <u>4</u> | Cloth | <u>1 10</u> | <u>4.40</u> |
| <u>2</u> | Silk | <u>90</u> | <u>1.80</u> |
| <u>1/6</u> | Satin | <u>3 00</u> | <u>.50</u> |
| | Velvet | | |
| <u>1/2</u> | Quilting | <u>12</u> | <u>.06</u> |
| | Farm Satin | | |
| | Foundation | | |
| <u>2</u> | Canvas | <u>13</u> | <u>.26</u> |
| | Lining | | |
| <u>3</u> | Button Holes | <u>02</u> | <u>.06</u> |
| | Buttons Small | | |
| <u>3</u> | Buttons Large | <u>1 44</u> | <u>.03</u> |
| | Braid | | |
| | Braiding | | |
| | Ornaments | | |
| <u>1</u> | Lace Wide | <u>15</u> | <u>.15</u> |
| | " Narrow | | |
| | Gimp Wide | | |
| | " Narrow | | |
| | Ribbon Wide | | |
| | " Narrow | | |
| | Fur | | |
| | Cutting & Pressing | <u>1 50</u> | <u>1.50</u> |
| | Sundries | <u>25</u> | <u>.25</u> |
| | Making | <u>5 25</u> | <u>5.25</u> |
| | | | <u>14.26</u> |

and the work is done up to the capacity of the tools used; from 15 to 40 or more thicknesses of cloth may be cut at one time—depending on the weight and quality of the goods.

TRIMMER.—After the cloth cutter has finished his work the cutting ticket is turned over to the trimmer who cuts out the linings and combinations.

CANVAS CUTTER.—While this is being done the canvas cutter is cutting out the canvas or buckram (or other material used for interlining), which is used for the stiffening in the collar, front, cuffs, etc. This work is the least skilled of the cutting and it is here that the beginner usually gets his start.

ASSORTER.—When the garments are cut out in sizes they are sent to the assorter, who assembles the pieces according to the system used in the house. In some cases the assembling is done by single garments, in others by lots. The bundles are then ready for the foreman tailor. The assorting is usually done by girls, and the wages paid range from \$10 to \$15 per week, depending upon the skill and speed of the individual. It is important that the assorting be done accurately in order not to get the different garments, sizes, and styles mixed in the bundles.

With reference to the work of the cutters, it may be said further that a good trimmer is usually a good cloth cutter, and vice versa, so that these classes of employees are interchangeable when the requirements of the work make it desirable. In some of the large houses, also, there is more subdivision of labor among the cutters than would be inferred from the foregoing description. The work of cloth cutting, for example, is sometimes divided so that one man does the "laying up" of the goods, another the "marking," while others do the cutting.

SPECIAL ORDER CUTTERS.—The foreman cutter, when he does not give his entire time to supervising the work of the cutting shop, sometimes cuts out special orders, though some houses have special order cutters to take care of this work. A reproduction of a special order slip is given herewith.

The cutters are in a sense the aristocracy of the industry, earning higher wages per week than other week workers and possessing generally greater intelligence and skill. This particular division of the industry has been Americanized to a greater extent than any other. Only among the cutters are there to be found any considerable number of American-born English-speaking workmen.

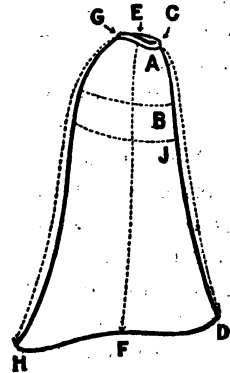
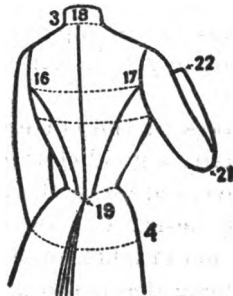
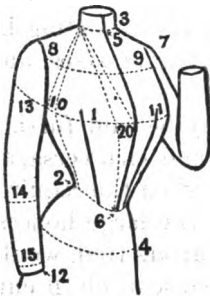
TOOLS.—The tools used in the actual work of cutting are: Shears, which may be used when 2 to 4 thicknesses of cloth are to be cut at one time; the short knife, for cutting from 3 to 4 thicknesses up to 8 or 10; the long knife, for cutting more than 8 or 10 thicknesses; and the electric machine cutter.

The machine cutter is used where the volume of work and quality of material are such as to warrant it. The machines cut any number of thicknesses of cloth up to their capacity, from a pile $1\frac{1}{2}$ to 3 inches thick for those driving rotary knives up to 8 or 9 inches for the larger sizes of machines with oscillating knives.

OWNERSHIP OF TOOLS.—With the exception of the machine cutters, the shears and knives used are the property of the worker and must be kept in repair and sharpened by him. The advantage of the

SPECIAL ORDER SLIP.

| | | |
|--------------------|------------------|-------------------|
| Date <i>Feb 19</i> | Cutter <i>14</i> | Order <i>1269</i> |
| STYLE <i>4002</i> | SHADE <i>646</i> | |



JACKET MEASURE

| | |
|---|-------------------------------------|
| 3-3 Around Neck | 10-2 Side Under Arm |
| 8-9 Across Chest | 7-3 Length of Shoulder |
| 10-11 Across Bust | 10-10 Armhole |
| 1-1 Around Bust <i>36</i> | 13 Arm Muscle |
| 2-2 Around Waist | 14 Around arm below Elbow |
| 4-4 Around Hips | 15 " wrist |
| 5-6 Length of Waist in front | 16-17 Across back |
| 18-20 Back of Neck to Center Bust | 18-19 Length of Waist in back |
| 18-6 " " " " Front of Waist | 17-21 Shoulder to Elbow |
| 18-10 " " " " Arm Pit | 21-22 Elbow to Wrist |
| 18-2 " " " " Waist at side | Total length front from Neck |
| 10-12 Inside Sleeve <i>17</i> | " " back " <i>32</i> |

Skirt Measure

| | |
|--|------------|
| A to A—Around Waist | <i>24</i> |
| B. to B.— " Hips 6 inches below Waist | <i>38</i> |
| J. to J—Around Hips 9 inches below Waist | |
| C to D Length Front | <i>37</i> |
| E to F } " Left Side | <i>37½</i> |
| " " } " Right | <i>37½</i> |
| G to H— " Back | <i>38</i> |

Remarks *White peau de cygne lining*

Larger arm hole

machine cutter is in its rapidity of operation, but a skilled cutter can also do much better and cleaner work with it than can be done by hand.

STANDARD DAY'S WORK.—The cutting out by hand of eight suits, each consisting of coat and skirt, one size at a time, one thickness at a time, is regarded by expert cutters as a standard day's work. The number of suits actually cut out in a day can be greatly increased by cutting several thicknesses at one time, due allowance being made for the time required for laying up the cloth.

SCALE OF WAGES.—The minimum weekly wages paid to cutters are as follows:

| | |
|--------------------------------|------|
| Head cutters..... | \$30 |
| Graders..... | 25 |
| Machine cutters..... | 25 |
| Regular cutters, on cloth..... | 25 |
| Lining cutters (trimmers)..... | 25 |
| Canvas cutters..... | 12 |
| Skirt cutters..... | 21 |

APPRENTICESHIP.—The cutters have for some time been urging the reestablishment of an apprenticeship system, in accordance with which a beginner would serve a definite minimum period and receive definite training and instruction in the technic of the trade and ultimately attain a status as skilled mechanic that, under present conditions, is practically beyond the reach of the ordinary worker. The industry is greatly in need of a higher level of skill and efficiency among cutters as a class. The result of an effort to assist in the organization of a plan to meet this need is to be found in another part of this study.¹

The chief source of supply of cutters for the past 10 or 15 years has been through such training as the shops have been able to give. A man would get employment in the cutting room as a helper or as a canvas cutter and receive sufficient instruction to enable him to handle the simpler processes. After acquiring a little skill and confidence (more frequently, and in larger degree, the latter), he would improve his situation both as to remuneration and kind of work by applying for work in a new shop, representing that he is capable of doing such and such kinds of work and asking to be taken on trial. Even if his efforts do not meet with complete and unqualified success, so that he is perhaps discharged at the end of the week for which he is hired, he can go to the next shop with this additional experience and with the claim that he has been employed on this kind of work. During the busy season, especially, when there is a strong demand for workers, and individual records are not carefully scrutinized, the facilities for moving about from shop to shop and gradually improving in skill and remuneration are fairly abundant. An unorganized system of this character is, however, manifestly inefficient and uneconomical in the extreme, and conserves the interests of neither the worker nor the manufacturer.

¹ See page 172.

TAILORS, LINERS, FINISHERS, OPERATORS, ETC.

Practically all of the workers who are engaged in the processes of constructing the garment, as distinguished from designing, cutting, and pressing (and excepting the sample maker, whose work has been described), are employed on a piece-rate wage basis. They constitute approximately 80 per cent of the workers in the cloak, suit, and skirt industry as at present organized.

The desire to confine this study to the lowest possible limits consistent with adequate treatment of the specific problems selected prevents an excursion at this point into the very interesting history of the struggle connected with the development of week-wage and piece-rate wage systems. For references that throw further light on this question the reader is referred to authorities cited by Webb and Stowell.¹

SHOP CHAIRMAN.—Before proceeding to a discussion of the occupations in this division of the industry, it may be said that the piece-workers in each shop have a simple form of organization for the purpose of dealing collectively, rather than individually, with the employer. This organization provides for a shop chairman and a price committee. The shop chairman is elected at a regular meeting of the shop force. There is no designated term of office, and reelection during satisfactory service is the usual thing. The workers in each shop may hold a meeting at any time at the call of the chairman for the consideration of matters of interest, or at the call of the business agent of the union to receive communications or instructions. These meetings are held in the evenings in halls rented for the purpose by the unions, and assigned in accordance with a booking arrangement which is under the direction of the complaint clerk in each district.

One of the important functions of the shop chairman is to take charge of the bundles of cloth which are to be made up into garments, as they come from the cutting room, and distribute the work to the employees. This prerogative has been taken over by representatives of the workers in this manner, by mutual understanding with the employers, in order to minimize the possibility of unfair discrimination among the workers, which formerly constituted a prolific source of discontent.

In a shop, for example, a quantity of garments are to be made; for some of these the tailor is to receive \$10 for the labor of making, for others \$7.50, and for others \$5. It may be understood, even by the novice (though it is not easily explained), that the tailor can earn money faster by working on the \$10 garments than on those at \$5.

¹ Webb: *History of Trade Unionism*; also *Seasonal Trades*; Longmans, New York.

Stowell: *Studies in Trade Unionism in the Custom Tailoring Trade*; published by Journeymen Tailors' Union of America, Bloomington, Ill.

Consequently if, in the distribution of the work, one tailor gets only \$10 garments to make, and another only \$5 garments, dissatisfaction is bound to arise. On the other hand, the tailors in a shop are not all of equal skill, so that a mere arithmetical distribution of all grades of garments will not satisfy the manufacturer, who insists that the higher grades of work shall go only to mechanics who are able to do the work properly.

The manufacturer, therefore, reserves the right to refuse payment for garments that do not meet the test of inspection for quality of workmanship; and in this way his interests are taken care of. The interests of the workers are provided for by this method of supervising the distribution of the bundles of work through their own representative. If for any reason they are dissatisfied with the way in which this task is performed, the remedy lies in their own hands—the election of a new chairman.

For the service thus rendered, the shop chairman is, in many instances, remunerated by a small weekly assessment levied upon all the pieceworkers in the shop.

PRICE COMMITTEE.—The shop organization includes also a price committee, of which the shop chairman is a member. Whenever the manufacture of a new style is begun, a sample garment is made as already described, the price committee meets with a representative of the firm, and a piece price for the labor is agreed upon. The price thus settled holds for the season. The committee usually consists of three persons, but in large shops there may be five or more members.

The psychology of the conference on prices offers an interesting problem for further study. The manufacturer always names a price lower than he is willing to pay, and the price committee names a figure higher than it hopes to receive, and the final compromise is reached by a process of haggling, and even browbeating, that to an outsider is somewhat puzzling. Why it should always be so is not easy to explain, but no matter how closely similar this garment may be to one made last season for \$9, the price asked now is \$13, and there is only one way apparently of reaching a settlement.

SYSTEMS OF TAILORING.—Coming now to a description of the occupations, there are two distinct methods of conducting the shops in which the tailoring work is done. By the first method, the garments are made by piece tailors, assisted by liners; by the second, the garments are made by finishers and operators, assisted by liners.

The question as to whether a given garment shall be made by the first plan or the second is not decided by a choice as between two plans equally appropriate, nor by the preference of the manufacturer for one type of shop organization as compared with the other. The

method of making is determined by the character of the garment itself, and the distinction between those that must be made by the first method and those that can be made by the second is not easy of explanation. The difference is partly a matter of quality or grade of garment, the higher grades requiring the skilled tailor even on the machine work, and partly a matter of elaborateness of style and construction. A garment whose construction requires hand skill beyond a certain rather indefinable point must be made by a tailor; a garment requiring less skill may be made by a finisher and an operator; in each case a liner usually assists, as indicated hereafter.

TAILORS AND LINERS.—In this system the bundles of cloth are distributed to the tailors, who are held responsible for the quality of the work turned out and who perform all the work of making the completed garment except the pressing. The work of inserting the lining and felling the edges, however, requires considerably less skill than the other processes, so that it is almost a universal practice in this industry for tailors to employ liners to assist them in this part of the work. This arrangement is a form of subcontracting, in that the liners are employed by the tailors and not by the firm.

Much of the lining is done by women, whose quickness and deftness enable them to line a garment in perhaps half the time that would be required by the tailor. Many of the liners also are superannuated tailors and men who are not skilled enough to secure employment as tailors.

A capable woman will put the linings into 10 garments in a day, whereas the tailor may be able to complete only 2; consequently several tailors are required in order to supply one liner with work. Since no single tailor can provide the liner with enough work to insure a living wage, and since the manufacturer assumes no responsibility in the matter, the position of the liner in the system is always a precarious one.

WAGES.—Since the work is paid for at piece rates, the wages of the tailor vary with his skill, as well as with the seasonal fluctuations of the industry and the amount and character of the work offered him to do. With the tailor, as with the cutter and the manufacturer himself, the question of the duplication of garments affects economy of production. The manufacturer makes more money if he sells in large lots; the labor of cutting 6 or 8 garments at once is practically the same as in cutting one, and the tailor can turn out work faster and earn more money, other things being equal, by making 10 garments of one style than he can by making 2 of one style, 3 of another, and 5 of another.

Tailors, liners, and finishers usually belong to the same unions. The average weekly earnings of skilled tailors during the busy season are reported at \$30 to \$40.

FINISHERS, OPERATORS, AND LINERS.—In this system the bundles of cloth go first to the finishers, who baste the different parts of the garment together. The different pieces of cloth are first basted on to a foundation of canvas or some kind of interlining and then the parts are basted together so that the seams can be run. Operators then sew the seams on power-driven sewing machines, after which the garments are returned to the finishers. The operator is held responsible for the machine work on the garment, and the finisher for the handwork.

Finishers are usually assisted by liners, as is the case with the tailors in the first system, and in many shops there is a still further subdivision of labor in the employment of an unskilled group of workers, usually girls, who pull out basting threads, attach hooks and eyes, sew on buttons, rosettes, and other ready-made ornaments or trimmings.

For the reason that has been suggested in a previous paragraph, the finisher ordinarily possesses less mechanical skill than the piece tailor, but more than the liner. The operating of the sewing machine is not regarded as requiring a high degree of skill, though the demand varies with the grade of the product and the shop. It is asserted that an ordinarily intelligent adult can, in three months, master the processes sufficiently to enable him to earn a living wage as an operator at the prevailing piece rates, whereas most of the tailors now at work in the industry began to learn the trade as young boys in the European countries from which they have come.

IMPORTANCE OF THE OPERATOR.—In respect to these methods of manufacture the industry has undergone certain radical changes during the past 10 to 20 years. Formerly the operator was the most important factor in the production of the garment. It was customary for a firm to employ operators only, who in turn hired finishers to assist them, responsible only to themselves. Gradually, however, the work of the operator has become relatively less skilled and less important and that of the finisher more so, until at the present time the operator is probably entitled to credit for not more than one-fourth to one-half of the effort and skill that go into the production of the garment after it leaves the cutter's hands.

There is another class of skilled work that is done by the foreman or the assistant foreman, which includes the locating of belts, laps, vests, false pockets, etc. These parts are attached to the garment in their proper places by pins. The finishers then sew them on and remove the pins.

BUTTONHOLE MAKER.—The foreman also indicates on each garment the location of the buttonholes by means of chalk marks, and the work is done on a machine by a buttonhole maker, who comes in from the outside for this special purpose. The buttonhole maker usually owns a machine in each of several shops and makes the rounds from one to the other cleaning up the work that has accumulated for him at each place. Several hundred buttonholes can be made in the course of a few hours. This work is paid for at an agreed price per hundred.

Elaborate or fancy buttonholes that can not be made by machine are made by hand by girls who are paid an agreed price per piece.

BUSHELER.—The busheler, or bushelman, in the high-grade shops is an expert tailor, usually the assistant foreman, whose work it is to examine the garments after the final pressing to see that the workmanship is up to the standard and to see that nothing has been overlooked. If the garment passes this inspection it is sent to the stock room or to the shipping room. There are shops, however, in which the busheler is not a skilled tailor, but is assigned to an inferior grade of work. The busheler, or inspector, on high-grade work usually has the assistance of a model for trying on garments before final approval.

DRAPER GIRL.—A dress is a garment consisting of waist and skirt fastened together, as distinguished from a suit, which consists of two pieces, a coat or jacket, and a skirt. In the manufacture of a dress it is necessary to fasten the waist and skirt together in such a way as to secure the proper fit and hang of the completed garment in order that the operator may sew the seams correctly. This work is done by draper girls, who hang the parts of the garment on a dummy figure and fasten them together with pins. These girls are also called pinners and joiners. They earn from \$12 to \$18 per week, according to their experience and ability and the grade of the output. Very little instruction is necessary in order to make a beginning at pinning the simpler garments, and progress to more difficult and better-paid work is largely a matter of experience and individual aptitude.

CLEANER.—After the finisher or tailor has completed his work on a garment it goes to a cleaner, who picks off the loose threads, etc., before the garment is sent to the upper presser for the final pressing. The girls who do this work earn from \$6 to \$9 per week.

FACTORY TICKET.—Each garment has a conspicuous label or factory ticket attached to it, containing a separate coupon for operator, finisher, and sometimes presser. Each employee who performs any work upon the garment enters his number in the appropriate blank space in order that any defect or damage may be traced and also in order that proper credit may be given for work turned out. Only

one operator, one presser, and one finisher perform any work upon a single garment. In some shops a factory ticket without coupons is used. Following are given samples of these labels or tickets.

SAMPLES OF LABELS OR FACTORY TICKETS, WITH AND WITHOUT COUPONS.

Tailor Made

Spec. No. No. **32050**
 Style
 Cloth
 Size
 Operator
 Finisher
 Ship
 Index

No Work will be paid for until Checked and Examined.

| | | | |
|-------|-----------------|------------------|-------|
| I. R. | Finisher | No. 32050 | I. R. |
| | | Style | |
| | | Size | |
| | | Cloth | |
| | | | |

No Work will be paid for until Checked and Examined.

| | | | |
|-------|-----------------|------------------|-------|
| I. R. | Operator | No. 32050 | I. R. |
| | | Style | |
| | | Size | |
| | | Cloth | |
| | | | |

SKIRTS

| | | |
|-------|-----------------------------|-------|
| I. R. | Spec. No. 32050 | I. R. |
| | Style | |
| | Cloth | |
| | Size | |
| | Tailor | |
| | Ship | |
| | Index | |
| | | |

No Work will be paid for until Checked and Examined

| | |
|--------------|-----------------|
| MATCHING No. | 3202 |
| ORDER No. | 1714 |
| SIZE | 38 |
| STYLE No. | 3002 |
| CUTTER | I. Cohen |

JACKETS

REMARKS:
Operator 29
Finisher 40

| | |
|--------------|----------------|
| MATCHING No. | 3202 |
| ORDER No. | 1714 |
| SIZE | 38 |
| STYLE No. | 3002 |
| CUTTER | Shapiro |

SKIRTS.

REMARKS:
Operator 27
Finisher 6

SKIRT BASTERS AND FINISHERS.—Tailors, operators, and finishers are divided into two distinct classes, those who work on jackets or coats, and those who work on skirts. The two kinds of work are

quite different in respect to the amount of skill required and, of course, the number of garments produced in a given time. The work of the skirt baster and skirt finisher is of lower grade, requires less skill, is lower paid, and is further differentiated from that of the other employees mentioned by being put upon a week basis. Most of the tailors and operators are men, while about 50 per cent of the finishers, as well as skirt basters and skirt finishers, are women and girls.

SAMPLE MAKERS.—Sample makers are men chosen from among the more skillful tailors, who work under the immediate direction of the designer making one original sample garment from each pattern created. This work is done at week wages while it lasts, after which the men return to the status of tailors, at piecework.

SAMPLE LINER.—The sample liner is a finisher who assists the sample maker by inserting the linings in the garments upon which he works. Lining is a distinct division of the work, and, as has been pointed out, can be performed by cheaper labor in a great many cases. There are some shops, however, making a high-grade product, where the lining is regarded as of equal importance with the other processes, and in such shops the sample maker is not permitted to turn this work over to an inferior workman.

WAGES.—Tailors and operators earn from \$30 to \$40 per week during the busy season, while finishers earn about \$20 per week. During the time that the tailor works as a sample maker he is paid from \$22 to \$30 per week. Skirt basters, on the week basis, are paid \$14 per week, and skirt finishers, \$10.

EQUIPMENT.—According to Paragraph VIII of the contract shop agreement which is in force in a number of establishments, "The firm is to furnish to all employees, free of charge, sewing machines driven by electric power, which are to be in charge of competent machinists, and all requisites for work, such as needles, cotton, silk, oil, straps, etc."

PRESSERS.

PIECE PRESSERS.—As soon as the operator or tailor begins his work of putting together the various parts of a garment, the assistance of a presser is required to press out the seams as the work progresses, and also to press out various parts of the garment as they are completed, such as sleeves, pockets, collars, cuffs, belts, etc. This is the work of the part presser, or piece presser, who is the least skilled of all the pressers.

UNDER PRESSER.—The work is then returned to the operator after pressing. After the garment has been put together by the operator it goes to the under presser, who presses out the seams, etc., before the lining is inserted. This pressing is, of course, done principally on the inside, or the underside, of the garment. In shops where

piece pressers are not employed the garment goes from the operator to the under presser and back again a second time before the completion of the tailoring work.

UPPER PRESSER.—The final pressing of the finished garment is done by the upper presser, or up presser, and requires more skill than any of the preceding pressings. In shops where the cheaper grades of clothing are manufactured the pressing is depended upon to produce a considerable proportion of the shaping or molding of the garments.

CLASSIFICATION AND SCALE.—Pressers are further divided into classes according to the garments upon which they work. There are upper pressers and under pressers for skirts; upper pressers and under pressers for jackets, for reefers—that is, children's clothing—and for dresses—that is, one-piece suits. There are but a very few houses in this industry making dresses, however; these are made principally by houses in the dress and waist industry.

The following is a list of the classes into which pressers are divided, and the minimum weekly wages paid:

| | |
|----------------------------|------|
| Head pressers..... | \$21 |
| Jacket upper pressers..... | 21 |
| Jacket under pressers..... | 18 |
| Skirt upper pressers..... | 19 |
| Skirt under pressers..... | 15 |
| Dress upper pressers..... | New. |
| Dress under pressers..... | New. |
| Reefer upper pressers..... | 18 |
| Reefer under pressers..... | 14 |
| Piece pressers..... | 13 |

DISTRIBUTION.—Estimates by union officials and employers place the proportions of the various classes of pressers employed in the industry as follows:

| | Per cent. |
|---------------------------------------|-----------|
| Jacket and reefer upper pressers..... | 42 |
| Jacket and reefer under pressers..... | 25 |
| Skirt upper pressers..... | 10 |
| Skirt under pressers..... | 20 |
| Part pressers..... | 3 |
| | 100* |

APPRENTICESHIP.—There is no apprenticeship system in this division of the industry, though employment as a part presser serves this purpose to a degree. There is practically no control exercised over the conditions under which an applicant may engage in the occupation.

Men usually begin as piece pressers, where the least skill is required. Many individuals have made a start in the small places where cleaning and pressing work is done. After equipping himself with whatever

degree of skill is obtainable at this kind of work, the man applies to some new shop for employment as an under presser at a time when the demand for workers is good. In a similar manner he later works in as an upper presser.

QUALIFICATIONS FOR UNION MEMBERSHIP.—There is no general rule about the length of service necessary for a presser to secure the higher grades of work and pay. In general, promotion from one grade to another in the same shop is difficult to secure. When a presser feels that he has the requisite skill and experience he applies at a new shop for work at the higher scale. From one to two years is usually required in order to reach the status of an upper presser. If a man can secure employment at the regular scale for any grade he is accepted by the unions for membership.

EXAMINATION.—Aside from this method of qualifying for membership the unions provide an examination in which they require the candidate to demonstrate his ability to do the work before admitting him to membership. One union, Local No. 35, which maintains a system of sick benefits, requires also that the candidates pass successfully the medical examination given by the joint board of sanitary control.

COMPARISON OF PRESSERS.—The larger number of jacket pressers required in the industry, as compared with skirt pressers, is explained partly by the fact that in the manufacture of a suit the pressing of the jacket usually takes more time than the pressing of the skirt. Roughly speaking, it may be said that, with workers of equal skill, two skirts can be pressed in the time required for one jacket. The length of time varies considerably with the shop and the character of the output.

In the shops of the high-class manufacturers it is not easy for the worker to learn new processes, and thus to progress from a lower grade of work to a higher. On the other hand, there are some shops in which upper pressers are employed to do the under pressing at the same scale of wages as the upper pressing, in order to secure the better quality of workmanship.

EQUIPMENT.—The necessary equipment is furnished by the employer, and consists of irons, cloths, sponges, and a variety of ironing boards and pads. These latter include the principal pressing board, or buck; the shoulder pad, and breast pad, which are placed on the buck to assist in the pressing of these parts of the garment; the sleeve pillow, which is inserted in the sleeve during the pressing; and the flattener, a block of wood.

The irons are heated by a combination of gas and compressed air, and in a few shops by electricity.

COMPARATIVE STUDY OF PRESSERS AND CUTTERS.

The most promising point at which to make a more intensive study of occupations in this industry seemed to be a comparison between pressers and cutters, for the following reasons:

1. Pressers and cutters are the two largest groups of workers who are paid on a week-wage basis instead of a piecework basis. Having this characteristic in common, and being by it differentiated roughly from the remaining mass of workers, they constitute convenient units for investigation.

2. Estimates based on the membership records of the unions place the number of pressers and cutters at 8,000 to 10,000 in each occupation, out of a total of 50,000 to 60,000 for the cloak, suit, and skirt industry in Greater New York. It is evident, therefore, that these two groups taken together constitute a very important fraction of the total number of workers.

3. The preliminary and more superficial investigation was sufficient to disclose certain distinguishing characteristics which of themselves invite more careful study. Among these may be mentioned the difference between the two groups of workers in the degree to which they have yielded to influences that may be described as "Americanizing."

4. The preliminary investigation seemed to indicate, further, that in one of these occupations would be found the most favorable opportunity for beginning such an analysis as might lead to the formulation of plans for securing greater efficiency, and hence greater earning capacity, for the workers through appropriate industrial education or apprenticeship plans. In the case of the cutters, indeed, some consideration had been given to the possibility of reviving in a modified form the apprenticeship system that had been in operation in the trade in former years. While it is true that an apprenticeship system to meet present needs must be radically different from one that might have served the purpose twenty or more years ago, still, in a sense, it is a question of restoring an institution that has fallen into decay quite as much as it is of organizing new machinery to deal with new conditions.

5. Finally, a very important reason for selecting these two occupations for further intensive study is found in the fact that the pressers and cutters, more than any other groups in the industry, have taken the initiative in intelligent and aggressive study of their own economic and industrial status. The interest of the cutters in a revival or reorganization of an effective apprenticeship scheme has been already referred to. The pressers, especially those of Local No. 35, have inaugurated a comprehensive system of individual card records that in the course of a few years will yield invaluable data for the study of the occupation. The records now being compiled

include details as to actual weekly and annual earnings under the conditions of seasonal fluctuations, earning capacity, conditions relating to the health and efficiency of the individual worker, etc. The pressers are cooperating with the director of the joint board of sanitary control, in a careful analysis and study of diseases, and especially occupational diseases, among their own membership, and are attempting to develop methods of increasing individual efficiency through the raising of standards of living, schemes of social insurance, and the like. Local No. 35 is unique, apparently, among the unions in having established a tuberculosis benefit fund for members, which it is using as an argument for demanding physical examination of candidates for membership.¹

It may be appropriate to note in this connection that the joint board of sanitary control is establishing an industrial clinic for the purpose of facilitating a more intensive study of occupational diseases and hygiene in this industry than has been possible hitherto. By means of a number of instruments which are now being perfected it is proposed to conduct examinations in the shops, including tests of blood pressure, rate of respiration, circulation, and other tests, before work, during working hours, and after the day's work is ended. The advantages, to the individual and to society, of such industrial studies as these can hardly be overestimated.

MOBILITY OF THE WORKERS.²

The first attempt to make an intensive study of cutters and pressers concerned itself with the problem of the mobility of the workers. The primary object of the general investigation in the industry was to ascertain the facts as to the earnings of workers who are paid on a week-wage basis, as distinguished from those paid on a piece-rate wage basis. Examination of factory pay rolls disclosed the names of large numbers of workers who were employed only a portion of the time in any single factory. In order to secure complete individual histories, therefore, it was necessary to piece together the periods of employment in the different factories concerned.

The attempt to secure the necessary data on which to base this study did not meet with the success anticipated, but the results are presented here for what they are worth. When the investigator visited a factory for the purpose of taking the information from the pay rolls, he supplied the shop chairman with a quantity of schedules with the request that he secure from each week worker, in addition to the necessary identification data, a list of all the shops in which he had done any work during the year under consideration, August 1, 1912, to August 1, 1913.

¹ Third Annual Report, Joint Board of Sanitary Control, in the Cloak, Suit, and Skirt, and Dress and Waist Industries of Greater New York, December, 1913; 31 Union Square West, New York, N. Y.

² In the prosecution of this inquiry the writer was assisted by Mr. Boris Emmette.

The obstacles encountered in the carrying out of this plan, which need not be detailed here, and the pressure of other work, led to its abandonment after several weeks of effort. Schedules were secured for 1,429 males and 86 females.

TABLE A.—NUMBER AND PER CENT OF MALE WORKERS EMPLOYED IN EACH SPECIFIED NUMBER OF SHOPS DURING THE YEAR AUGUST 1, 1912, TO JULY 31, 1913, BY OCCUPATIONS.

| Number of shops in which employed during year. | Males who worked in each specified number of shops during the year. | | | | | | | | | |
|--|---|-----------|-----------|-----------|----------|-----------|----------|-----------|------------|-----------|
| | All occupations. | | Pressers. | | Tailors. | | Cutters. | | Finishers. | |
| | Num-ber. | Per-cent. | Num-ber. | Per-cent. | Num-ber. | Per-cent. | Num-ber. | Per-cent. | Num-ber. | Per-cent. |
| 1..... | 976 | 68.30 | 565 | 72.90 | 141 | 72.31 | 246 | 56.68 | 24 | 96.00 |
| 2..... | 269 | 18.82 | 157 | 20.26 | 29 | 14.87 | 82 | 18.99 | 1 | 4.00 |
| 3..... | 104 | 7.28 | 38 | 4.90 | 19 | 9.74 | 47 | 10.83 | | |
| 4..... | 45 | 3.15 | 13 | 1.68 | 3 | 1.54 | 29 | 6.68 | | |
| 5..... | 22 | 1.54 | 2 | .26 | | | 20 | 4.61 | | |
| 6..... | 7 | .49 | | | 2 | 1.03 | 5 | 1.15 | | |
| 7..... | 1 | .07 | | | 1 | .51 | | | | |
| 8..... | 3 | .21 | | | | | 3 | .69 | | |
| 9..... | 2 | .14 | | | | | 2 | .46 | | |
| Total..... | 1,429 | 100.00 | 775 | 100.00 | 195 | 100.00 | 434 | 100.00 | 25 | 100.00 |

Table A shows the distribution of males according to the number of shops worked in during the year, from which it appears that 976, or 68.30 per cent, were employed in one shop only. It is believed that if all the facts were available the percentage of those working in one shop only would probably be somewhat diminished, since the absence of an entry in the appropriate place on the schedule may mean either that there was nothing to report or that there was unwillingness or inability to give the information. The item on the schedule was a request for the "names of all other shops in which you have worked since August 1, 1912."

Disregarding the small number of finishers, the cutters seem to be at a disadvantage in the amount of migration experienced as compared with pressers and tailors, for only 56.68 per cent of the cutters worked in one shop only, as against 72.90 per cent of pressers and 72.31 per cent of tailors. Considering those who were forced to find work in three or more shops during the year, the differences are even greater. The figures are: Cutters, 106 out of 434, or 24.42 per cent; tailors, 25 out of 195, or 12.82 per cent; pressers, 53 out of 775, or 6.84 per cent.

TABLE B.—NUMBER AND PER CENT OF FEMALE WORKERS EMPLOYED IN EACH SPECIFIED NUMBER OF SHOPS DURING THE YEAR AUGUST 1, 1912, TO JULY 1, 1913, BY OCCUPATIONS.

| Number of shops in which employed during year. | Females who worked in each specified number of shops during the year. | | | | | | | | | |
|--|---|-----------|------------------|-----------|----------|-----------|-----------|-----------|------------|-----------|
| | All occupations. | | Skirt finishers. | | Basters. | | Cleaners. | | Examiners. | |
| | Number. | Per cent. | Number. | Per cent. | Number. | Per cent. | Number. | Per cent. | Number. | Per cent. |
| 1..... | 64 | 74.42 | 50 | 72.46 | 11 | 78.57 | 2 | 100 | 1 | 100 |
| 2..... | 21 | 24.42 | 18 | 26.09 | 3 | 21.43 | | | | |
| 3..... | 1 | 1.16 | 1 | 1.45 | | | | | | |
| Total..... | 86 | 100.00 | 69 | 100.00 | 14 | 100.00 | 2 | 100 | 1 | 100 |

Table B shows the corresponding figures for the female workers studied. The facts presented hardly justify comparisons among the occupations represented in Table B, but the comparison between males and females, Table A and Table B, seems to be of some significance. The male workers move about from shop to shop much more than the female workers.

The unsatisfactory nature of the data collected by the plan just referred to led to an effort to secure in a number of individual cases more complete records. For this purpose a selection was made of 34 cutters and 34 pressers, and a further study undertaken through personal interviews.

The individuals to be studied were selected at random from several thousand schedules collected in the course of the wage inquiry. For convenience only schedules bearing names that were easily traceable were chosen. Some of the workers were induced to visit the office of the board of arbitration, and the remainder were interviewed at union headquarters.

The inquiry was continued until 34 cutters and 34 pressers were found who could give complete records for the 52 weeks. In no case was such a record secured without much patient checking and comparing. A great deal of difficulty was experienced in recalling names of employers, and periods and dates of employment, even though there was apparent willingness to furnish the desired information. In many cases the workers did not know the meanings of the English names for the calendar months, and were able to recall experiences only by connecting them with the month in which some holiday occurred, or some religious festival or other notable event.

One of the best records, for example, was that of a presser who produced a record in writing of all his earnings. He gave the names and addresses of the people for whom he had worked during the year. Subsequently the records of these firms were secured and comparisons made. The dates were found to be badly mixed up, and considerable effort was required to straighten them out.

TABLE C.—MOBILITY OF 34 CUTTERS AND 34 PRESSERS DURING ONE YEAR.

| Number of shops. | Number of cutters. | Number of pressers. | Number of shops. | Number of cutters. | Number of pressers. |
|------------------|--------------------|---------------------|------------------|--------------------|---------------------|
| 1..... | 5 | 12 | 8..... | 1 | ..... |
| 2..... | 4 | 11 | 9..... | 1 | ..... |
| 3..... | 5 | 4 | 10..... | ..... | 1 |
| 4..... | 4 | ..... | No report..... | 3 | 5 |
| 5..... | 4 | 1 | | | |
| 6..... | 5 | ..... | Total..... | 34 | 34 |
| 7..... | 2 | ..... |  |  |  |

Table C shows a marked difference in the amount of moving about from shop to shop, in favor of the pressers. Twenty-three pressers worked in only one or two shops during the year, as compared with 9 cutters. But that this tells only a part of the story is evident from a comparison of the amount of unemployment.

Of the 5 cutters who worked in one shop only, for example, 2 reported 22 weeks each of idleness, and 1 was idle for 6 weeks. Of the 12 pressers who worked in one shop only, 1 reported 36 weeks of idleness, 2 reported 27 weeks each, and 3 reported 1, 3, and 22 weeks, respectively.

TABLE D.—UNEMPLOYMENT REPORTED BY 34 CUTTERS AND 34 PRESSERS.

| Number of weeks. | Number of cutters. | Number of pressers. | Number of weeks. | Number of cutters. | Number of pressers. |
|------------------|--------------------|---------------------|------------------|--------------------|---------------------|
| 1 to 4..... | 2 | 2 | 29 to 32..... | 4 | 7 |
| 5 to 8..... | 1 | 1 | 33 to 36..... | ..... | ..... |
| 9 to 12..... | 1 | 2 | 37 to 40..... | ..... | 2 |
| 13 to 16..... | 6 | 3 | No report..... | 5 | 4 |
| 17 to 20..... | 6 | 7 | | | |
| 21 to 24..... | 5 | 3 | Total..... | 34 | 34 |
| 25 to 28..... | 4 | 3 | | | |

From Table D it appears that for cutters the periods of idleness range in length from 1 to 32 weeks, one-half of the cases falling in the groups from 13 to 24 weeks. For pressers the periods range in length from 1 to 40 weeks, more than half of the cases (20) falling in the groups from 17 to 32 weeks. From this point of view a considerable part of the apparent advantage in mobility in favor of the pressers disappears.

TABLE E.—NUMBER OF PERIODS OF UNEMPLOYMENT REPORTED BY 34 CUTTERS AND 34 PRESSERS.

| Number of periods. | Number of cutters. | Number of pressers. | Number of periods. | Number of cutters. | Number of pressers. |
|--------------------|--------------------|---------------------|--------------------|--------------------|---------------------|
| 1..... | 5 | 6 | 6..... | ..... | 1 |
| 2..... | 4 | 9 | No report..... | 5 | 7 |
| 3..... | 16 | 11 | | | |
| 4..... | 3 | ..... | Total..... | 34 | 34 |
| 5..... | 1 | ..... |  |  |  |

A comparison between cutters and pressers in the number of periods of unemployment reported, Table E, shows little difference between the occupations.

USE MADE OF PERIODS OF UNEMPLOYMENT.

Most of the cutters, according to their statements, spent the periods of unemployment in idleness. One reported that he "was helping out his father"; one was employed at clerical work; three worked on raincoats; one worked on shirtwaists; three obtained work as salesmen in retail stores; and one was employed as a traveling salesman.

Two pressers reported having endeavored to earn a living at "peddling" while out of employment in this industry; one worked at "odd jobs"; two worked for contractors at irregular intervals; one found employment at pressing at piecework; one worked in a store. The rest reported having spent the time in idleness. Two of these, when asked how they managed to live, said that their wives took in washing.

The fact that 24 cutters and 27 pressers (out of 34 individuals in each group) reported inability to find employment when thrown out of their positions in this industry seems to be the most striking contribution of this study. It is impossible to say whether organized and cooperative effort would provide employment in other industries for any considerable number of the surplus workers of this industry during the dull seasons. But so far as this hasty and superficial glance at the situation shows anything, it is that under existing conditions there is very little of this transfer of activities.

Without question the inquiry described in the preceding pages should be carried further. If undertaken with more time and more ample facilities than were available when this work was attempted, and on a scale sufficiently large to justify the drawing of conclusions from the findings, such a study would be most fruitful of results.

METHOD USED IN THIS STUDY.

It was decided to make a selection of 100 pressers and 100 cutters, and to secure from each individual certain significant facts concerning his history. For convenience in recording and handling the desired data, printed schedules were prepared with blanks to be filled in. The following form of schedule was used:

INQUIRY BLANK: EMPLOYEES.

1. Name..... Male.... Female....
2. Home address.....
3. Place of birth.....
4. Year of birth.....

5. Single..... Married.....
6. Came to the United States in..... (year).
7. Member of what union.....
8. Union card No.
9. Present occupation.....
10. Employed by.....
11. Business address.....
12. Record of work done:
 - 1912 worked as..... at \$..... per week.
 - 1911 worked as..... at \$..... per week.
13. Began to work at..... years of age as..... at \$..... per week, in.....
14. Method of learning trade.....
 - (a) Learned from other members of family.....
 - (b) Served apprenticeship, of about..... years, in.....
 - (c) Learned in trade or technical school, in.....
 - (d) Worked as helper..... in.....
 - (e)
15. Amount of schooling:
 - (a) Attended public school about..... years, in.....
 - (b) Attended high school, college, *gymnasium*, etc., about..... years, in.....
 - (c) Attended private school about..... years, in.....
 - (d) Attended evening school about..... years, in.....
16. Languages you can speak.....
17. Languages you can read.....
18. Languages you can write.....

Since it was known in advance that a considerable number of men would be found unable to speak English, several assistants were chosen having speaking knowledge of Yiddish, Russian, or German. These assistants were chosen from the staff of investigators employed by the board of arbitration, and were carefully instructed as to the purpose of the study and the use of the schedule. Care was taken to secure uniform interpretation of the various matters inquired into, so far as possible. All of these assistants had had several months' experience in other phases of the investigation conducted by the board of arbitration, and hence were thoroughly conversant with the conditions which it was proposed to study.

The schedules were taken during the month of January, 1914. By previous arrangement in each case, the officials very kindly reserved a room, equipped with tables and chairs, at the union headquarters for the use of the investigators. Each investigator sat at a table, with a chair at his side for the workman to be interviewed. The writer of this report was personally assisted by an officer of the union who acted as an interpreter when necessary.

The desired information was secured by individual conferences, all of the writing on the schedules being done by the investigators. It was thus possible to pursue any given point by question and answer until it was reasonably certain, first, that the subject understood the question, and, second, that the interviewer understood the

answer. Individuals were admitted to the room one at a time to each investigator, so that the work proceeded expeditiously and without interruption. On the other hand, it was possible to take as much time for each individual case as was deemed necessary.

The basis of selection is, of course, a very important matter when a study of several thousand men is undertaken through a scrutiny of 100 individuals. It is believed that the conditions under which this work was done insure a random and fairly representative sampling. These conditions may be outlined as follows:

1. The workers were sought at their union headquarters where they are accustomed to congregate.

2. The days of the week and the hours for the visits were chosen, after inquiry, so as to coincide with the expected presence of the largest possible numbers.

3. No attempt at selection from those who presented themselves was made. On each occasion the interviewing proceeded until there were no more men left, or, on the last day, until the required number of schedules had been secured. In each occupation 110 schedules were secured, and from these there were selected later the 200 schedules containing the most complete records, the fewest errors, omissions, etc.

4. Although appointments were made beforehand with the officers of the unions, the men themselves were not notified and had no knowledge in advance of what was being undertaken.

5. It might be objected that the individuals interviewed did not constitute a representative sampling on the ground that, being found at union headquarters during working hours, they probably included too large a proportion of those who were out of work because of inefficiency, unwillingness to work, or some other characteristic that would tend to rate them far below the standard of the whole group on certain of the points tested. It is believed that this objection is met satisfactorily by pointing out, in addition to what has been said above, that the month of January, during which the inquiry was made, marks the lower limit of one of the semiannual dull seasons characteristic of this industry. It has been estimated that during the month in question not more than 10 to 15 per cent of the pressers and cutters in the industry were employed. It can be maintained, therefore, that the unemployed at that time included representatives of all classes and degrees of efficiency, inefficiency, etc., and that it is reasonable to assume that groups found in union headquarters would be fairly representative of the occupation. This assumption appears the more tenable when it is explained that both occupations under consideration are practically 100 per cent organized in this industry in this city.

Such comparisons as may be instituted between pressers and cutters on the basis of the data presented herein are of course subject to qualification on account of the small number studied, and no proof is offered to show that a study of all individuals in these occupations would confirm the conclusions reached. On the other hand, it is believed that under the method of selection adopted the data obtained are typical and fairly represent conditions among pressers and cutters in New York City.

INDIVIDUAL RECORDS OF PRESSERS.

The following individual records will serve to indicate the character of the data secured and the way in which it was recorded, and will give an insight into certain features of the study supplementary to the statistical presentation. Entries that would lead to the identification of the individual have been eliminated, but otherwise the statements are transcribed from the original schedules with no substantial changes.

It should be noted that the conditions under which this investigation was made rendered it impracticable to refine the data relating to age, number of years in the United States, age at entering the industry, and number of years in the industry. No effort was made to ascertain the month and day of month of the events referred to. In order to secure comparable results in the tabulation, however, the schedules were all carefully edited, and the years given as "year of birth," "year of arrival in United States," etc., were uniformly subtracted from 1913, and the results noted on the schedules. The amount of labor in the actual tabulation was thus measurably reduced, as well as opportunities for errors, and the work of checking the tables was greatly facilitated.

By this method an unascertained fraction of a year is neglected in practically every case, but it is believed that the results secured are sufficiently valid and significant to justify the method by the enormous saving in time.

Concerning the thirteenth item on the schedule (p. 136), it should be said that the age at which the individual "began to work" was interpreted to mean the age at which he "entered this industry" as a cutter or presser, or as a learner or apprentice in one of these specific occupations. In the inquiry concerning the method of learning the trade, "apprenticeship" was interpreted somewhat narrowly to mean a formal, definitely organized plan of learning and teaching a trade, involving a contractual relation with mutual obligations. In this sense, as noted elsewhere, there is no apprenticeship system in either of these occupations at the present time, but it was expected that a few at least of the older men would report apprenticeship as a stage in their earlier histories. As may be seen by reference to the tables,

the great mass of the workers studied learned their trades by picking up the requisite skill "in the shop."

All of the information given was recorded upon the unsupported testimony of the individuals interviewed, and is dependent for its accuracy upon the efficiency of individual memories, perhaps upon individual willingness to give accurate information, and perhaps upon other factors. These factors should be taken into consideration in weighing the statements concerning schooling, and especially concerning facility in the use of language.

It should be explained that during the summer of 1910 the industry was completely paralyzed by a strike lasting about two months. After the settlement of the strike, in September, practically every individual in the 200 studied was earning more than before the strike. In the case of the pressers, wages were raised in October, 1913, when the board of arbitration awarded certain increases, but these latter increases are not included in the tabulations.

PRESSER No. 1.—Born in Russian Poland, in 1877; married; 3 children; came to United States in 1910, and entered the industry within a year, at the age of 33; in Russia was a bookkeeper; came to New York after the strike in 1910, learned the trade by working as a helper in a shop where he worked for 6 weeks as a learner without wages; at the end of his first year he was earning \$18 per week, and during the last two years he was making \$19; attended *gymnasium* in Russia about 3 years, also a commercial school on Sundays for 3 years while engaged in business; speaks Yiddish, German, Russian, Polish, and "a little" English and French; reads and writes the same languages, and also reads Hebrew.

PRESSER No. 2.—Born in Russian Poland, in 1883; single; came to United States in 1910; 3 years in United States, and 3 years in the industry; in Russia was a wood turner for 17 years; worked in London, England, for a few weeks learning to press before coming to New York; entered the industry at 27 years of age, in London, as a piece presser, earning \$1 per week; in New York he secured work as a piece presser at \$13 per week, and before the end of his first year was an under presser and piece presser at \$16; during his second year he made \$16, and the third year, \$18; attended a Yiddish school in Russia for about 5 years; speaks Yiddish, Polish, Russian, German; reads and writes Yiddish, Polish, Russian.

PRESSER No. 3.—Born in Russia, in 1887; single; came to United States in 1907; worked at common labor in Newark, N. J., for several weeks, in New York as a painter for several weeks, and as operator of a street photographing machine for several months; about one year after arrival in the United States, at 21 years of age, entered the industry; learned the trade in the shop, beginning as a piece presser; worked two weeks for nothing as a learner, then 3 weeks at \$3, then a

few weeks at \$3.50, then a few months at \$5, and by the end of his first year had worked up to \$8 as an upper presser on skirts; in 1910 he was making \$10, which was increased to \$16 after the strike; during 1911 he was out of work, except about 3 months while he was with a circus; during 1912 he worked as a reefer upper presser at \$14, and in 1913 as a jacket under presser at \$18; was a railroad porter and clerk in Russia; attended a Yiddish private school in Russia for about 6 years, and evening school in New York for one year studying English; speaks, reads, and writes Russian, Yiddish, and "a little" English.

PRESSER No. 4.—Born in Russia, in 1878; married; 2 children; worked in an envelope factory in Russia; came to the United States in 1905; in New York worked about 6 months as a waiter and dishwasher in a restaurant, and about a year in an iron works; after about 2 years in New York, entered the industry at 29 years of age, learning the trade in the shop; began as an under presser, working for 5 weeks at \$4, and then for 2 years at \$7; in 1910 he made \$9 as under presser, but after the strike made \$15 as piece presser; since 1911, under presser at \$18; in Russia attended public school about 3 years, and Yiddish private school about 5 years; speaks, reads, and writes Russian, Yiddish, Hebrew, and "a little" English.

PRESSER No. 5.—Born in Roumania, in 1861; married; 4 children; had a small business of his own in Roumania; came to United States in 1902 and entered the industry at once, at 41 years of age; began as piece presser, working 2 weeks for nothing, then for 3 months at \$3 per week, then at \$7; for 2 years worked at \$9; by 1910 was making \$12 and \$13 per week, and since the strike \$19 as skirt upper presser; learned the trade in the shop from other workers; attended public school about 5 years in Roumania; speaks, reads, and writes Roumanian and Yiddish.

PRESSER No. 6.—Born in Russia, in 1874; married; 5 children; was a shoemaker in Russia; came to United States in 1904, where he was a peddler with a pushcart for about a year and a half; after about 2 years in the United States, at 32 years of age, began as skirt under presser, learning the trade in the shop; worked 2 weeks for \$5 per week, then several months at \$8, then a year at \$12, and by 1910 was making \$16, and by 1912 became a jacket upper presser at \$21; attended a Yiddish private school in Russia about 6 years; speaks, reads, and writes Russian and Yiddish.

PRESSER No. 7.—Born in Russia, in 1877; married; 3 children; was in business for himself in Russia; came to United States in 1905, entering this industry at once, at 28 years of age; learned the trade in the shop, beginning as a reefer presser; worked 6 months at \$8 per week, then at \$10, and at end of first year was making \$11; then made \$12 until 1910, with the exception of a few months before the strike when he was in business for himself as a contractor presser, making

\$18 to \$20 per week; since the strike has been making \$21 as jacket upper presser; attended Yiddish private school in Russia about 9 years; speaks, reads, and writes Yiddish.

PRESSER No. 8.—Born in Russia, in 1879; married; 3 children; kept a small dry-goods store in Russia; came to United States in 1906, entering this industry at once, at 27 years of age; learned the trade in the shop, beginning as under presser and piece presser; worked 2 weeks for nothing, then 2 weeks at \$3, then 3 months at \$5, then at \$8, and by end of first year was making \$10 as under presser; then worked at \$12 until 1910, and since the strike has made \$18 as jacket under presser; had about 7 years' schooling in Russia, part of the time in public and part in Yiddish school; speaks Russian, Polish, and Yiddish, but reads and writes "very little."

PRESSER No. 9.—Born in Russia in 1874; married; 7 children; worked in leather factory in Russia; came to United States in 1903, entering this industry at once at 29 years of age; learned the trade in the shop, beginning as skirt under presser; paid \$5 for the privilege of learning and in addition worked two weeks without pay, then a few weeks at \$3 and a few weeks at \$6, up to \$11 at end of first year; from the end of 1904 to 1910 was a presser on piecework, making about \$19 average; since the strike in 1910 has been making \$19 as skirt upper presser and \$21 as jacket upper presser; attended Yiddish private school in Russia about 8 years; speaks and reads Yiddish, Hebrew, and Russian; writes Yiddish and Hebrew.

PRESSER No. 10.—Born in Russia in 1877; single; learned the trade as operator and presser in the Russian army, where he served for 3 years; came to United States in 1903, and notwithstanding his previous experience paid \$10 for the privilege of learning, and in addition worked 4 weeks without pay in Baltimore; after that he worked for a time at \$10 per week, then 2 years at \$15, then at \$18 until 1910; since the strike has made \$21 as jacket upper presser; attended Yiddish private school in Russia about 6 years and evening school 1 year in Chicago; speaks, reads, and writes Yiddish and Polish.

PRESSER No. 11.—Born in Austrian Poland in 1862; married; 9 children, 6 of whom are married; was in business for himself in Poland; came to United States in 1905, entering this industry at once, at 43 years of age, learning the trade in the shop as a helper and piece presser; earned from \$7 to \$11 the first year, then worked 2 years as jacket under presser at \$15.50; then was presser in the neckwear industry at \$20 until 1910; after the strike returned to the cloak, suit, and skirt industry as jacket under presser at \$18; had 15 years' private tutoring at home in Poland; speaks, reads, and writes Yiddish, German, Polish, Russian, Hebrew, and "a little" English.

INDIVIDUAL RECORDS OF CUTTERS.

CUTTER No. 1.—Born in Italy in 1890; single; came to United States in 1900 and 6 years later, at 16 years of age, entered the industry, learning the trade in the shop; began as a learner, making \$5 to \$8 the first year; worked one year as a canvas cutter at \$10, then 2 years as a cloth cutter at \$14 and \$16; at the time of the strike in 1910 he went into business for himself, manufacturing willow plumes; in 1912 returned to the industry as a cloth cutter at \$25; attended public school in Italy about 5 years and in New York about 6 years; speaks, reads, and writes Italian and English.

CUTTER No. 2.—Born in Germany in 1873; married; no children; came to United States in 1884 and secured work as an errand boy at \$3 per week; 2 years later, at 13 years of age, entered this industry as apprentice canvas cutter, earning \$12; a year later he became a trimming cutter at \$15, and the next year made \$18, after which he was a cloth cutter for 8 or 9 years at \$24; then with a partner he kept a small hotel for a year, returning to this industry as a cloth cutter at \$24 until 1910; since the strike he has been making \$25 as cloth cutter; attended evening school in New York for about a year and a half, studying English and the common branches; speaks, reads, and writes English and German.

CUTTER No. 3.—Born in New York, N. Y., in 1893; single; in 1907 went to work as an errand boy at \$4 per week; in 1908 was collector for a cotton house at \$7, and in 1909 shipping clerk in a cloak house at \$7; in 1910, at 17 years of age, he entered this occupation as a learner at the cutting table, starting at \$4 and working up to \$11 in 6 months; at the time of the strike in 1910 he went to Detroit, where he secured a job as a mechanic in an automobile factory at \$15; in 1911 he returned to New York, making \$25 as a cloth cutter since that date; attended public school in New York for about 8 years; speaks Yiddish and English, and reads and writes English.

CUTTER No. 4.—Born in United States in 1891; single; responsible for partial support of 3 other members of family; in 1904 went to work as a stock clerk at \$6, the next year making \$8; the following year was office boy and apprentice draftsman in an architect's office at \$10, and then for 2 or 3 years was shipping clerk, stock clerk, and factory bookkeeper at \$12; after the strike in 1910 he entered this industry, at 19 years of age, as a canvas cutter at \$12; during the past 2 years has been a cloth cutter at \$25; learned the trade in the shop, beginning as canvas cutter; is a graduate of the public elementary school in New York, having attended about 7 years; attended evening high school, commercial course, in New York for 1 year; speaks English, Yiddish, and German; reads and writes English and "a little" Yiddish and German.

CUTTER No. 5.—Born in Russia in 1878; married; 3 children; came to United States in 1888 and went to work as a newsboy in Troy, N. Y.; in 1895 was a pattern boy at \$5 per week, and a year later canvas boy at \$6; a few months later, at 17 years of age, he entered this occupation as a learner; learned the trade in the shop, working from \$6 up to \$10 in about 5 years; from 1901 he worked as skirt cutter for a time at \$16, then as cloth cutter up to \$24 in 1910; since the strike in 1910 he has been cloth cutter at \$25; attended public school in Troy about 2 years; speaks Yiddish and English; reads and writes English.

CUTTER No. 6.—Born in Russia in 1891; single; principal support of family of 4; helped father in business in Russia; came to United States in 1902 and worked in leather trade 4 years; in 1906, at 15 years of age, entered this industry as canvas cutter; learned the trade in the shop, paying \$25 for the privilege and in addition working 4 weeks without pay; after that received \$6 per week, and in 2 years was making \$14 as trimming cutter; since the strike in 1910 has been making \$20 as trimming cutter; attended Yiddish private school in Russia about 6 years, and evening school in New York about 2½ years; speaks, reads, and writes Yiddish and English.

CUTTER No. 7.—Born in France in 1882; married; no children; came to United States in 1886; in 1895 began to work in a machine shop at \$2.50 per week; then employed irregularly as telegraph messenger boy for 2 or 3 years at \$3.50 to \$9; then went to sea for a time, working as sailor and steward; in 1899, at 17 years of age, entered this industry as helper trimming and cloth cutter at \$5 to \$9; by 1910 he had worked up to \$24 as cloth cutter, and since the strike has been making \$25; attended public school in New York about 6 years, also 1 year evening school; speaks, reads, and writes English, German, and French.

CUTTER No. 8.—Born in Italy in 1874; married; 7 children; came to United States in 1877; went to work in 1886 pulling bastings at \$1.25 to \$2 per week; beginning in 1889 was for several years an operator on men's clothing at \$3 to \$9, and then jacket tailor at \$10; then for 3 years a contractor in men's clothing line; in 1900, at 26 years of age, he entered this occupation, learning the trade by taking private lessons from a cutter in the latter's home; made \$20 as cutter on men's clothing and \$22 on cloaks and suits up to 1910; since the strike in 1910 has been making \$25 as cloth cutter on cloaks and suits; attended public school in New York about 2 years, also a private Italian church school one-half year, and evening elementary school one year studying English; speaks English, Italian, Yiddish; reads and writes English and Italian.

CUTTER No. 9.—Born in Russian Poland in 1866; married; 3 children; entered this industry at 15 years of age, in 1881, by serving

an apprenticeship in London, England, beginning at 75 cents and making \$7.50 at the end of 4 years; came to the United States in 1885 and secured work at once as regular cloth cutter at \$18, going up to \$20 in 5 years; in 1900 was making \$23, and in 1905, \$24; since 1910 has been making \$25; attended public school in London about 6 years; speaks, reads, and writes English.

CUTTER No. 10.—Born in Austrian Poland in 1892; single; from 1905 to 1909 worked as a grocery clerk in Poland for \$25 per year and board; in 1909 came to United States and entered this industry at once, at 17 years of age, learning the trade in the shop as a helper trimming cutter; began at \$3 and was making \$8 in 1910 as assistant trimming cutter; since the strike has been making \$18 as trimming cutter; attended public school about 8 years in Poland, and evening school in New York about 4 years; speaks Yiddish, German, Russian, Polish, English; reads and writes Yiddish, German, English, and Polish.

CUTTER No. 11.—Born in Austria-Hungary, in 1889; married; no children; came to United States in 1898; in 1910, at 21 years of age, entered this industry as a helper in the shop; worked 2 months without pay, and in addition paid \$50 for the privilege of learning, one-half of which went to the boss and one-half to the foreman cutter; after the strike he received \$6 to \$8; the next year worked as canvas cutter at \$12, the following year on linings and canvas at \$15, and in 1913 as cloth cutter at \$20 up to \$25; attended public school in Austria about 4 years, also in New York about 5 years; speaks, reads, and writes English and Yiddish.

CUTTER No. 12.—Born in Russia, in 1890; single; came to the United States in 1903, and for 3 years worked in a leather-goods factory and at several odd jobs; in 1906, at 16 years of age, began as canvas cutter; worked 6 weeks without pay in order to learn, then 6 months at \$3, then for a time at \$7; the next year earned from \$10 up to \$14, and the following year as lining cutter from \$8 to \$10; then as cloth and trimming cutter from \$9 to \$14, and in 1910, \$18; since the strike has been making \$25 as cloth cutter; attended public school in Russia about 5 years, also 1 year in New York, and evening school in New York 2 years; while out of work has been studying in a private preparatory school in New York in order to take the regents' examinations; speaks, reads, and writes Russian, Yiddish, German, and English.

CUTTER No. 13.—Born in Russia, in 1885; married; 1 child; came to the United States in 1906, entering the industry at once as a canvas cutter; learned the trade in the shop, supplemented by 8 months' instruction in a private designing and cutting school; worked 4 months at \$5, then up to \$10; in 1908 was making \$12 as cloth cutter, \$15 in 1909, and \$22 in 1910; since the strike in 1910 has been making

\$25; attended public school in Russia about 10 years, and evening school in New York about 5 years; speaks, reads, and writes Russian, Yiddish, and English.

AGE, COUNTRY OF BIRTH, AND CONJUGAL CONDITION.

AGE.—Table F, which follows, shows that the median age for 100 pressers studied falls in the group 35 to 39 years, while that for cutters falls between 29 and 30, which means an age difference of 7 or 8 years. The mode (the group containing the largest number) for pressers is the 35 to 39 group, while that for the cutters is the 25 to 29 group. One-fifth of the pressers are 45 years old or over, as against one-tenth of the cutters. Only one-twelfth of the pressers are under 25 years of age, as against one-fourth of the cutters. About one-fourth of the pressers (28) are under 30 years of age, compared with one-half of the cutters (50). The accompanying chart (No. 18) indicates graphically the preponderance of cutters in the lower age groups and of pressers in the higher.

COUNTRY OF BIRTH.—Table F shows that 21 cutters were born in the United States, whereas all of the pressers were foreign born. Russia is the country of birth for the largest group in each occupation—70 pressers and 46 cutters (58.2 per cent of the 79 foreign-born cutters).

The median age for pressers born in Russia is 35 to 39, practically determining the median for the entire 100. The median age for cutters born in Russia, however, is 25 to 29, 10 years younger than for pressers and lower than the median for the 100 cutters, while the median age for 21 American-born cutters is 30 to 34, higher than that for the entire 100. Chart 19 shows the distribution.

TABLE F.—AGE AND COUNTRY OF BIRTH.

| Country of birth. | Number in each classified age group. | | | | | | | | | Total. |
|----------------------|--------------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|--------------------|--------|
| | Under 18 years. | 18 to 20 years. | 21 to 24 years. | 25 to 29 years. | 30 to 34 years. | 35 to 39 years. | 40 to 44 years. | 45 to 49 years. | 50 years and over. | |
| PRESSERS. | | | | | | | | | | |
| Russia..... | | | 7 | 17 | 7 | 18 | 7 | 9 | 5 | 70 |
| Russian Poland..... | | | | | 1 | 2 | 1 | | 1 | 5 |
| Austria-Hungary..... | | | | | 1 | 2 | 1 | | 1 | 5 |
| Austrian Poland..... | | | 1 | 3 | 6 | 5 | | 2 | 2 | 19 |
| Roumania..... | | | | | | | | | 1 | 1 |
| Total..... | | | 8 | 20 | 15 | 27 | 9 | 11 | 10 | 100 |
| CUTTERS. | | | | | | | | | | |
| Russia..... | | 1 | 12 | 13 | 8 | 7 | 3 | 1 | 1 | 46 |
| Russian Poland..... | | | | | | | | 1 | | 1 |
| Austria-Hungary..... | | 1 | 3 | 1 | 2 | 1 | 1 | 1 | 1 | 11 |
| Austrian Poland..... | | | 3 | 4 | 3 | | 1 | 1 | | 12 |
| Roumania..... | | | | 1 | | | | | | 1 |
| Germany..... | | | | | | | 2 | | 2 | 4 |
| France..... | | | | | 1 | | | | | 1 |
| Italy..... | | | 1 | | | 1 | | | | 2 |
| United States..... | | 2 | 2 | 6 | 3 | 2 | 4 | | 2 | 21 |
| England..... | | | | | | 1 | | | 1 | 1 |
| Total..... | | 4 | 21 | 25 | 17 | 12 | 11 | 4 | 6 | 100 |

CHART 18.—DISTRIBUTION OF 100 PRESSERS AND 100 CUTTERS, BY AGE GROUPS.

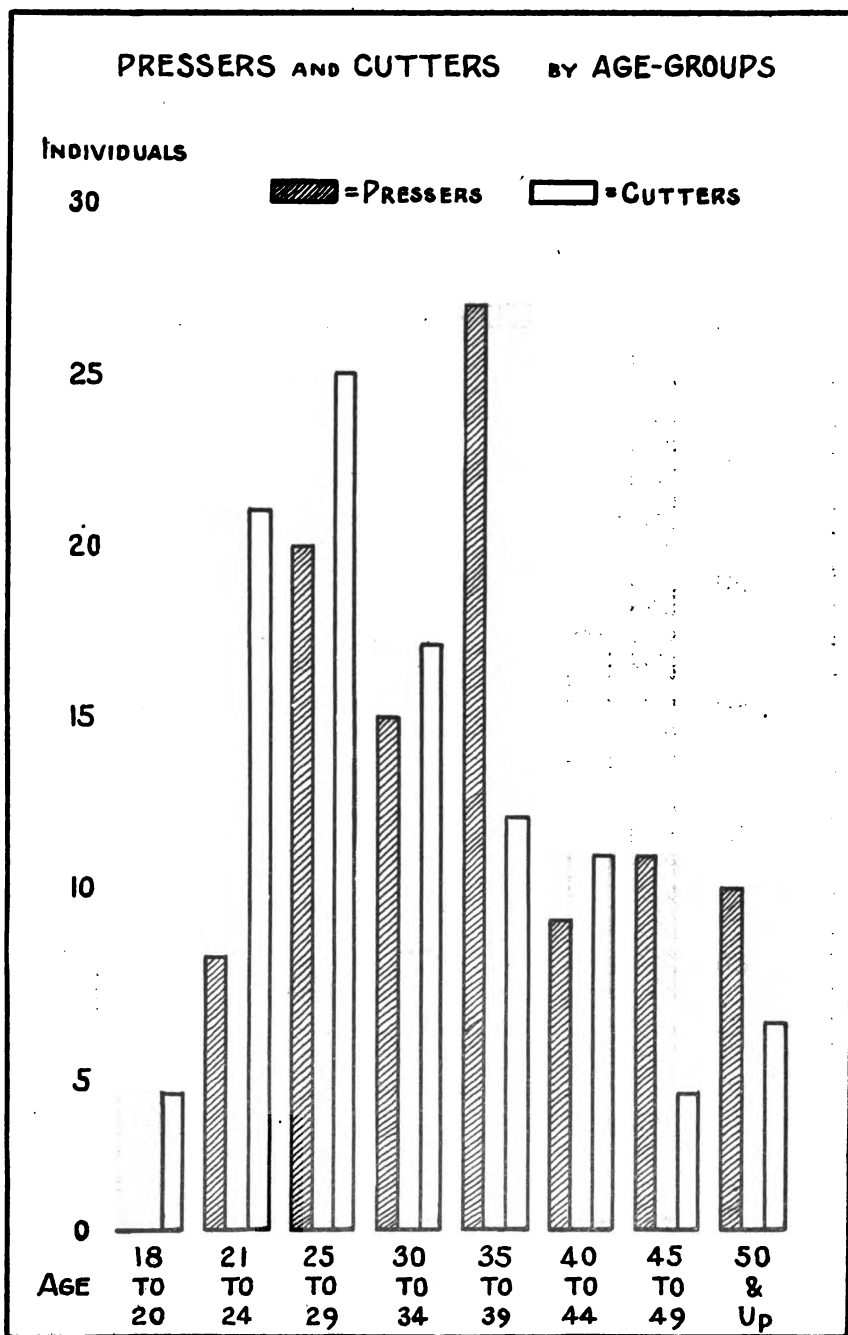


CHART 19.—COUNTRY OF BIRTH OF 100 PRESSERS AND 100 CUTTERS.

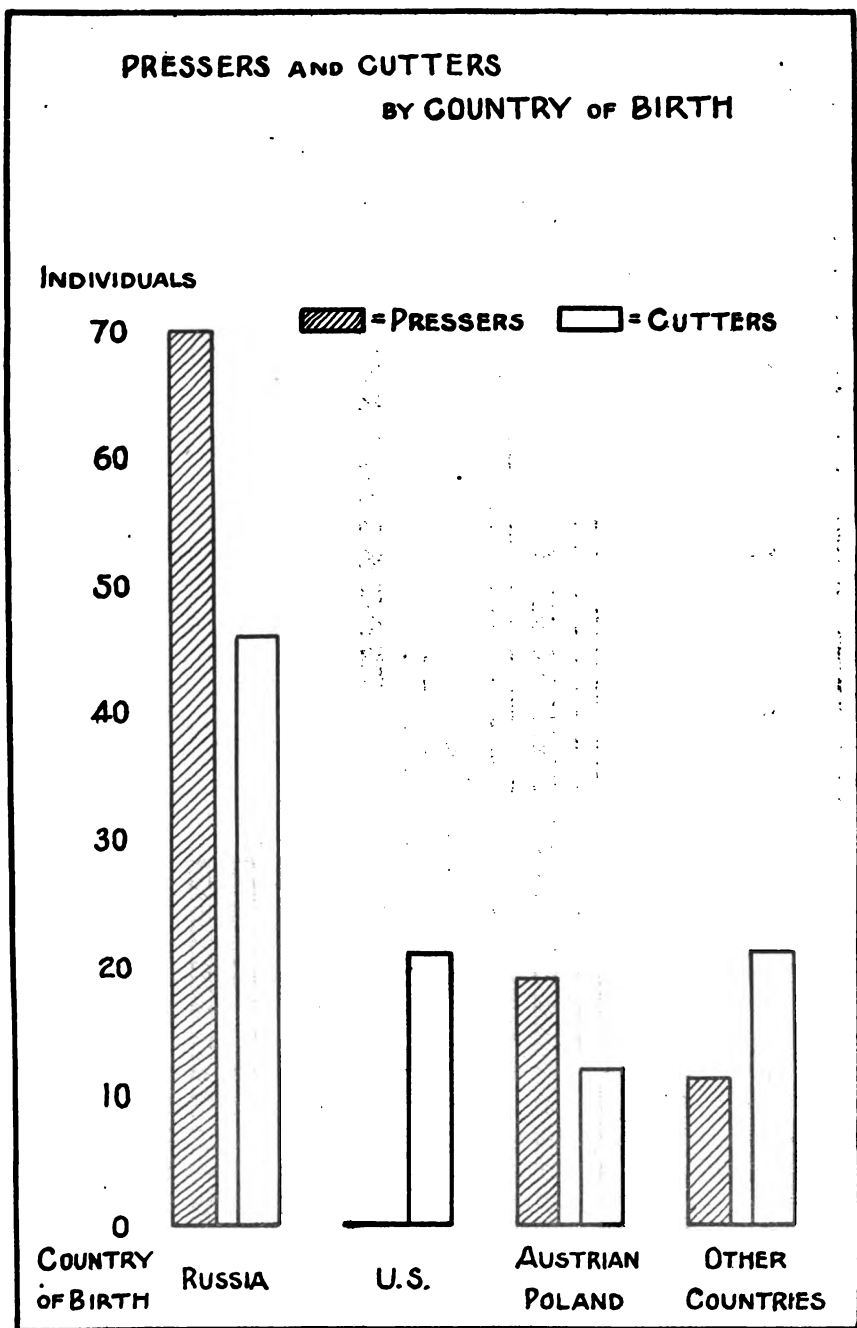


TABLE G.—CONJUGAL CONDITION AND NUMBER OF CHILDREN, BY AGE GROUPS.

| Age group (years). | Total. | Num- ber sin- gle. | Num- ber mar- ried. | Number having— | | | | | | | | | | Med- ian num- ber of chil- dren. | Aver- age num- ber of chil- dren. |
|-----------------------|--------|-----------------------------|------------------------------|----------------------|-------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---|--|
| | | | | No chil- dren. | 1 child. | 2 chil- dren. | 3 chil- dren. | 4 chil- dren. | 5 chil- dren. | 6 chil- dren. | 7 chil- dren. | 8 chil- dren. | 9 chil- dren. | | |
| PRESSERS. | | | | | | | | | | | | | | | |
| Under 18..... | | | | | | | | | | | | | | | |
| 18 to 20..... | | | | | | | | | | | | | | | |
| 21 to 24..... | 8 | 4 | 4 | 3 | 1 | | | | | | | | | | 0.3 |
| 25 to 29..... | 20 | 2 | 18 | 2 | 4 | 4 | 5 | 3 | | | | | | 2 | 2.2 |
| 30 to 34..... | 15 | 1 | 14 | 2 | 2 | 3 | 4 | 3 | | | | | | 2 | 2.3 |
| 35 to 39..... | 27 | 1 | 26 | 1 | 1 | 5 | 10 | 5 | 3 | | | | | 3 | 3.2 |
| 40 to 44..... | 9 | | 9 | | 1 | | 3 | 1 | | 2 | 2 | | | 4 | 4.4 |
| 45 to 49..... | 11 | | 11 | | | | 2 | 2 | 3 | 3 | 1 | | | 6 | 5.9 |
| 50 and over..... | 10 | | 10 | | | 1 | 1 | 3 | 2 | 3 | 1 | 1 | 1 | 4 | 5.1 |
| Total..... | 100 | 8 | 92 | 8 | 9 | 13 | 23 | 17 | 7 | 5 | 7 | 2 | 1 | 3 | 3.4 |
| CUTTERS. | | | | | | | | | | | | | | | |
| Under 18..... | | | | | | | | | | | | | | | |
| 18 to 20..... | 4 | 4 | | | | | | | | | | | | | |
| 21 to 24..... | 21 | 15 | 6 | 3 | 1 | 2 | | | | | | | | | .8 |
| 25 to 29..... | 25 | 10 | 15 | 6 | 7 | 2 | | | | | | | | 1 | .7 |
| 30 to 34..... | 17 | | 17 | 5 | 7 | 3 | | 1 | 1 | | | | | 1 | 1.3 |
| 35 to 39..... | 12 | 2 | 10 | 2 | 1 | 3 | 2 | | | 1 | 1 | | | 2 | 2.6 |
| 40 to 44..... | 11 | 2 | 9 | 2 | 2 | 3 | 2 | | | | | | | 2 | 1.6 |
| 45 to 49..... | 4 | | 4 | | | 1 | 1 | 1 | | | | 1 | | 3 | 4.3 |
| 50 and over..... | 6 | 1 | 5 | | | 1 | 2 | | 1 | | 1 | | | 3 | 4.0 |
| Total..... | 100 | 34 | 66 | 18 | 18 | 15 | 7 | 2 | 2 | 1 | 2 | 1 | | 1 | 1.7 |

CONJUGAL CONDITION.—Table G shows that 92 per cent of the pressers are married, as against 66 per cent of the cutters; 8 of the pressers who are married (8.7 per cent) have no children, as against 18 cutters (27.3 per cent of the married). The average number of children in the families of the pressers who are married is 3.4, with the median at 3; for cutters the average is 1.7 and the median 1. At each age group also the median number of children per family is consistently larger for pressers than for cutters.

Twenty-two of the 28 pressers under 30 years of age are married (78.6 per cent) and average nearly 2 children per family (1.82), while only 21 of the 50 cutters under 30 years of age are married (42 per cent), with an average of less than 1 child per family (0.76).

All of the 30 pressers who are 40 years of age or over are married, and the average number of children is 5.2; 18 of the 21 cutters (85.7 per cent) of the corresponding group are married, and the average number of children is 2.8; the median number of children is 5 for pressers and 2+ for cutters.

From Table H it appears that while Russia furnishes 70 per cent of the pressers, and 69.6 per cent of those married, only 46 per cent of the cutters are Russian born, and 48.5 per cent of the married. Of the 70 Russian-born pressers 64 are married, 91.4 per cent, while of the 46 Russian-born cutters only 32 are married, 69.6 per cent, a condition which can be accounted for perhaps by the 10 years' difference

in age groups, as shown in Table F. Of the 21 American-born cutters, however, with a median age slightly higher than that of the entire group, only 12 are married—57.1 per cent, as against 66 per cent for the 100.

The average number of children in the families of the 64 Russian-born pressers is 3.4, and of 18 born in Austrian Poland, 3.1; the averages for the corresponding groups of cutters are 1.6 and 1.6, respectively. The average number of children for 8 cutters born in Austria-Hungary, and 12 born in the United States, are 2.3 and 1.8, respectively. The differences again can be accounted for partly by the differences in age. Of the natives of Austrian Poland the median age for pressers, as shown in Table F, is 30 to 34, and for cutters, 25 to 29; of the natives of Austria-Hungary the median age for pressers is 35 to 39, and for cutters, 30 to 34. It is quite possible that other factors are involved, such as standards of living, but these age differences must be regarded as significant.

When the comparison is made between pressers and cutters of the same age groups, however, not only is marriage more common among the pressers, but the number of children per family is progressively greater. This is clearly seen in the charts.

TABLE H.—CONJUGAL CONDITION AND NUMBER OF CHILDREN, BY COUNTRY OF BIRTH.

| Country of birth. | Total. | Number single. | Number married. | Number having— | | | | | | | | | |
|----------------------|--------|----------------|-----------------|----------------|----------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | | | | No children. | 1 child. | 2 children. | 3 children. | 4 children. | 5 children. | 6 children. | 7 children. | 8 children. | 9 children. |
| PRESSERS. | | | | | | | | | | | | | |
| Russia..... | 70 | 6 | 64 | 6 | 6 | 9 | 16 | 10 | 6 | 3 | 6 | 2 | ..... |
| Russian Poland..... | 5 | 1 | 4 | ..... | ..... | ..... | 2 | 1 | ..... | ..... | 1 | ..... | ..... |
| Austria-Hungary..... | 5 | ..... | 5 | ..... | ..... | 2 | 2 | ..... | ..... | 1 | ..... | ..... | ..... |
| Austrian Poland..... | 19 | 1 | 18 | 2 | 3 | 2 | 3 | 5 | 1 | 1 | ..... | ..... | 1 |
| Roumania..... | 1 | ..... | 1 | ..... | ..... | ..... | ..... | 1 | ..... | ..... | ..... | ..... | ..... |
| Total..... | 100 | 8 | 92 | 8 | 9 | 13 | 23 | 17 | 7 | 5 | 7 | 2 | 1 |
| CUTTERS. | | | | | | | | | | | | | |
| Russia..... | 46 | 14 | 32 | 9 | 9 | 8 | 4 | ..... | ..... | 1 | ..... | 1 | ..... |
| Russian Poland..... | 1 | ..... | 1 | ..... | ..... | ..... | 1 | ..... | ..... | ..... | ..... | ..... | ..... |
| Austria-Hungary..... | 11 | 3 | 8 | 3 | ..... | 2 | 1 | 1 | ..... | ..... | 1 | ..... | ..... |
| Austrian Poland..... | 12 | 4 | 8 | 1 | 4 | 2 | ..... | ..... | 1 | ..... | ..... | ..... | ..... |
| Roumania..... | 1 | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Germany..... | 4 | 2 | 2 | 1 | ..... | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| France..... | 1 | ..... | 1 | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Italy..... | 2 | 1 | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1 | ..... | ..... |
| United States..... | 21 | 9 | 12 | 2 | 5 | 2 | 1 | 1 | 1 | ..... | ..... | ..... | ..... |
| England..... | 1 | ..... | 1 | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Total..... | 100 | 34 | 66 | 18 | 18 | 15 | 7 | 2 | 2 | 1 | 2 | 1 | ..... |

AGE AT ENTERING THE INDUSTRY AND NUMBER OF YEARS IN THE INDUSTRY.

AGE AT ENTRANCE.—We may now compare the pressers and cutters with reference to the ages at which they entered the industry, and for this purpose present Tables I and J.

TABLE I.—AGE AT ENTERING THE INDUSTRY, BY COUNTRY OF BIRTH.

| Country of birth. | Number entering industry at age— | | | | | | | | Total. |
|----------------------|----------------------------------|----------|----------|----------|----------|----------|----------|----------|--------|
| | Under 18 | 18 to 20 | 21 to 24 | 25 to 29 | 30 to 34 | 35 to 39 | 40 to 44 | 45 to 49 | |
| PRESSERS. | | | | | | | | | |
| Russia..... | 3 | 11 | 14 | 18 | 10 | 6 | 7 | 1 | 70 |
| Russian Poland..... | | | | 2 | 1 | 1 | | 1 | 5 |
| Austria-Hungary..... | | 1 | | 2 | 1 | 1 | | | 5 |
| Austrian Poland..... | | 3 | 4 | 7 | 2 | 1 | 2 | | 19 |
| Roumania..... | | | | | | | 1 | | 1 |
| Total..... | 3 | 15 | 18 | 29 | 14 | 9 | 10 | 2 | 100 |
| CUTTERS. | | | | | | | | | |
| Russia..... | 14 | 18 | 5 | 6 | 1 | 1 | | 1 | 46 |
| Russian Poland..... | 1 | | | | | | | | 1 |
| Austria-Hungary..... | 5 | | 2 | 3 | 1 | | | | 11 |
| Austrian Poland..... | 3 | 4 | 4 | | 1 | | | | 12 |
| Roumania..... | | 1 | | | | | | | 1 |
| Germany..... | 1 | 1 | 1 | 1 | | | | | 4 |
| France..... | 1 | | | | | | | | 1 |
| Italy..... | 1 | | | 1 | | | | | 2 |
| United States..... | 12 | 6 | 2 | | 1 | | | | 21 |
| England..... | | | | 1 | | | | | 1 |
| Total..... | 38 | 30 | 14 | 12 | 4 | 1 | | 1 | 100 |

TABLE J.—AGE AT ENTERING THE INDUSTRY, BY AGE GROUPS.

| Age group (years). | Number entering industry at age— | | | | | | | | Total. |
|--------------------|----------------------------------|----------|----------|----------|----------|----------|----------|----------|--------|
| | Under 18 | 18 to 20 | 21 to 24 | 25 to 29 | 30 to 34 | 35 to 39 | 40 to 44 | 45 to 49 | |
| PRESSERS. | | | | | | | | | |
| Under 18..... | | | | | | | | | |
| 18 to 20..... | | | | | | | | | |
| 21 to 24..... | 3 | 4 | 1 | | | | | | 8 |
| 25 to 29..... | | 8 | 10 | 2 | | | | | 20 |
| 30 to 34..... | | 1 | 3 | 10 | 1 | | | | 15 |
| 35 to 39..... | | | 3 | 15 | 8 | 1 | | | 27 |
| 40 to 44..... | | 2 | 1 | 1 | 1 | 4 | | | 9 |
| 45 to 49..... | | | | 1 | 2 | 2 | 5 | 1 | 11 |
| 50 and over..... | | | | | 2 | 2 | 5 | 1 | 10 |
| Total..... | 3 | 15 | 18 | 29 | 14 | 9 | 10 | 2 | 100 |
| CUTTERS. | | | | | | | | | |
| Under 18..... | | | | | | | | | |
| 18 to 20..... | 4 | | | | | | | | 4 |
| 21 to 24..... | 13 | 7 | 1 | | | | | | 21 |
| 25 to 29..... | 9 | 11 | 5 | | | | | | 25 |
| 30 to 34..... | 5 | 6 | 4 | 2 | | | | | 17 |
| 35 to 39..... | 4 | 3 | | 5 | | | | | 12 |
| 40 to 44..... | 2 | 1 | 2 | 3 | 2 | 1 | | | 11 |
| 45 to 49..... | 1 | | | 1 | 2 | | | | 4 |
| 50 and over..... | | 2 | 2 | 1 | | | | 1 | 6 |
| Total..... | 38 | 30 | 14 | 12 | 4 | 1 | | 1 | 100 |

The median age at entrance for pressers lies in the 25 to 29 group, and that for cutters at 18 to 20. Of the pressers, 18 entered the industry under 21 years of age, as against 68 cutters; and of those who entered after 30 years of age there are 35 pressers and 6 cutters.

Of 70 Russian-born pressers, 20 per cent (14) entered the industry under 21 years of age, as compared with 69.6 per cent (32) of the Russian-born cutters. Of the pressers, only 3 of the 19 Austrian Poles entered the industry under 21 years of age, as compared with 7 out of 12 cutters of the same nativity.

In view of the fact already noted that the median age of the American-born cutters is slightly higher than the median for the 100, it is interesting to note that the percentage entering the industry under 21 years of age, 85.7 (18 out of 21), is higher than for any other nationality group having more than one representative. The fact that more than one-third of the cutters (38) entered the industry under 18 years of age is perhaps as significant as any other single item in the table in suggesting a radical difference between the two occupations. The accompanying chart (No. 20) represents the numbers of individuals entering the industry at ages given, and illustrates the dissimilarity of the two distributions.

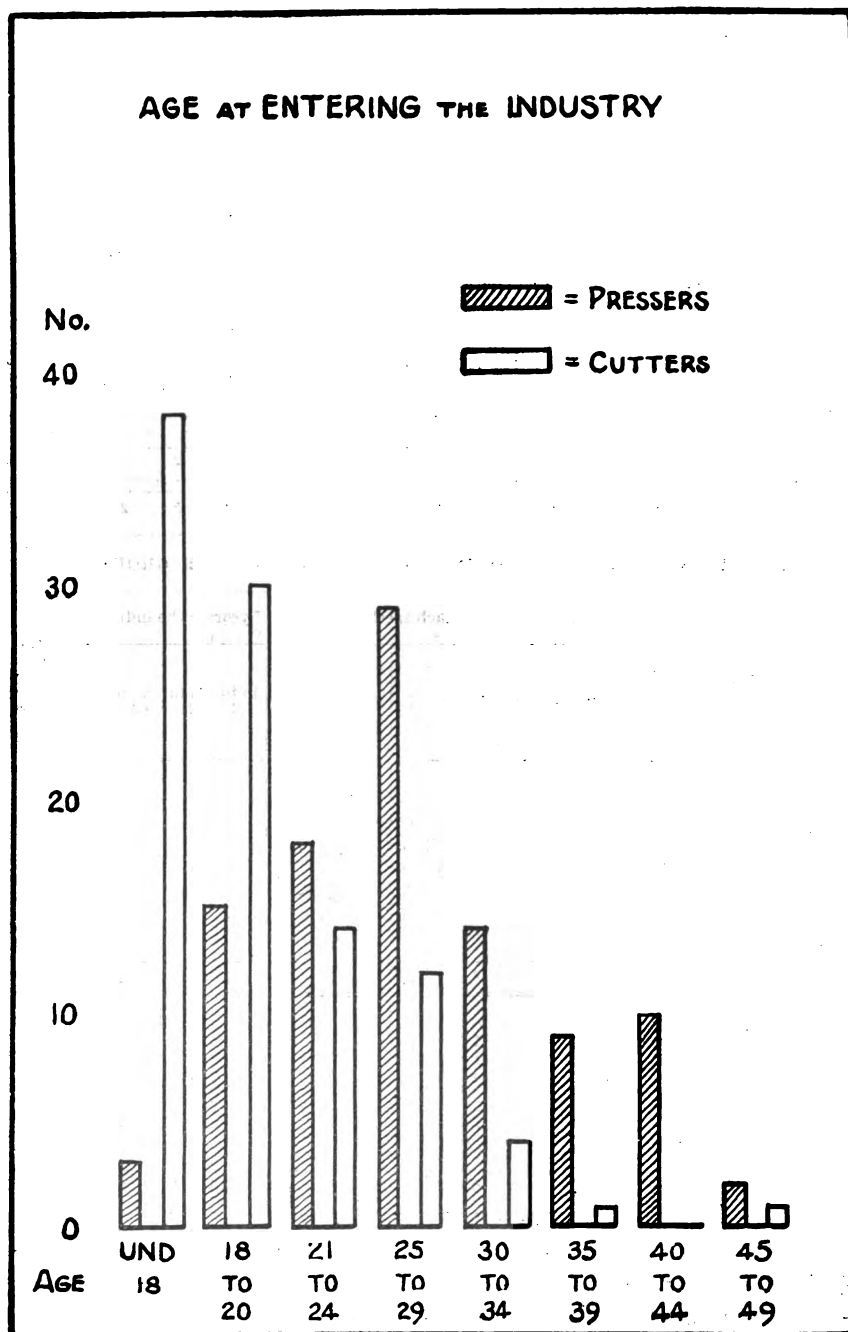
Table J makes it possible to compare ages at entrance for different age groups. Of 72 pressers who are 30 years of age or over, only 3, or 4.2 per cent, entered the industry under 21 years of age; the corresponding figures for cutters are 24 out of 50, or 48 per cent. Studying each age group separately it will be observed that the cutters uniformly enter the industry at earlier ages than the pressers.

YEARS IN THE INDUSTRY.—Obviously if cutters at all age groups entered the industry younger than pressers, the former have been in the industry for longer periods. These facts are shown in detail in Tables K and L, from which it appears that the median number of years in the industry is 7 for pressers, and 9 for cutters. The mode for pressers falls at 7 years, and that for cutters even lower, at 6 years.

Comparing Russian-born cutters and pressers the median number of years in the industry is found to be the same. The only other considerable group of pressers, Austrian Poles, has the same median. The higher median for cutters is brought up principally by the number of American born who entered at very early ages.

From Table L it appears that of 72 pressers who are 30 years of age or over, 24, or 33.3 per cent, have been in the industry less than 7 years, as compared with 3 out of 50 cutters, or 6 per cent. On the other hand, of 30 pressers who are 40 years of age or over, 11, or 36.7 per cent, have been in the industry 15 years or over, as compared with 15 out of 21 cutters, or 71.4 per cent.

CHART 20.—AGE AT ENTERING THE INDUSTRY OF 100 PRESSERS AND 100 CUTTERS.



OCCUPATIONS IN CLOAK INDUSTRY OF NEW YORK CITY. 153

TABLE K.—NUMBER OF YEARS IN THE INDUSTRY, BY COUNTRY OF BIRTH.

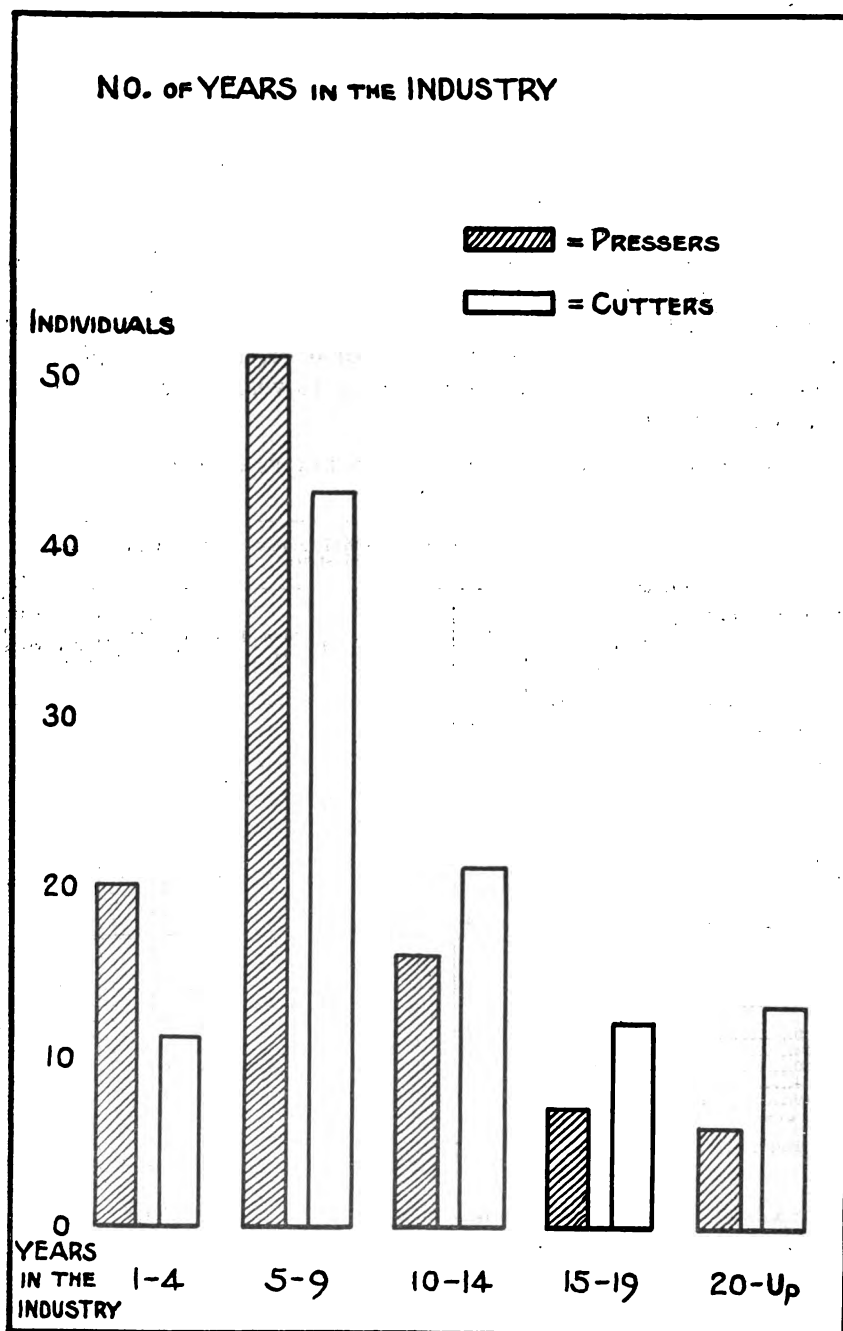
| Country of birth. | Total. | Employees reporting each specified number of years in the industry. | | | | | | | | | | | | | | Med- ian num- ber of years. |
|-------------------|--------|---|---|----|---|---|----|----|---|---|-------------|-------------|-------------|-------------|--------------------|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 to 14 | 15 to 19 | 20 to 24 | 25 to 29 | 30 and over. | |
| PRESSERS. | | | | | | | | | | | | | | | | |
| Russia | 70 | 1 | 1 | 5 | 6 | 6 | 9 | 14 | 5 | 5 | 8 | 6 | 4 | | | 7 |
| Russian Poland | 5 | | | 3 | | | | | | 1 | 1 | | | | | |
| Austria-Hungary | 5 | | | 2 | | | | | | | 1 | | 1 | 1 | | |
| Austrian Poland | 19 | | | | 2 | 2 | 4 | 2 | 2 | 1 | 5 | 1 | | | | 7 |
| Roumania | 1 | | | | | | | | | | 1 | | | | | |
| Total | 100 | 1 | 1 | 10 | 8 | 8 | 13 | 16 | 7 | 7 | 16 | 7 | 5 | 1 | | 7 |
| CUTTERS. | | | | | | | | | | | | | | | | |
| Russia | 46 | | | 3 | 2 | 4 | 10 | 5 | 3 | 4 | 7 | 6 | 2 | | | 7 |
| Russian Poland | 1 | | | | | | | | | | | | | | 1 | |
| Austria-Hungary | 11 | | | 1 | 1 | 1 | | 2 | 1 | 1 | 1 | 2 | 1 | | 1 | 9 |
| Austrian Poland | 12 | | | 1 | | | 1 | 2 | 2 | 1 | 4 | 1 | | | | 8 |
| Roumania | 1 | | | | | 1 | | | | | | | | | | |
| Germany | 4 | | | | | | | | | | 1 | | | 1 | 2 | |
| France | 1 | | | | | | | | | | 1 | | | | | |
| Italy | 2 | | | | | | | 1 | | | 1 | | | | | |
| United States | 21 | | | 2 | 1 | | 1 | | 1 | 3 | 5 | 3 | 2 | 1 | 2 | 12 |
| England | 1 | | | | | | | | | | 1 | | | | | |
| Total | 100 | | | 6 | 5 | 6 | 12 | 9 | 7 | 9 | 21 | 12 | 5 | 2 | 6 | 9 |

TABLE L.—NUMBER OF YEARS IN THE INDUSTRY, BY AGE GROUPS.

| Age group (years). | Total. | Employees reporting each specified number of years in the industry. | | | | | | | | | | | | | | Median number of years. |
|--------------------|--------|---|---|----|---|---|----|----|---|---|----------|----------|----------|----------|--------------|-------------------------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 to 14 | 15 to 19 | 20 to 24 | 25 to 29 | 30 and over. | |
| PRESSERS. | | | | | | | | | | | | | | | | |
| Under 18..... | | | | | | | | | | | | | | | | |
| 18 to 20..... | 8 | | | 1 | 1 | | 3 | 3 | | | | | | | | 6 |
| 21 to 24..... | 20 | 1 | | 4 | 3 | 4 | 4 | 3 | | | 1 | | | | | 6 |
| 25 to 29..... | 15 | | | 4 | 1 | 3 | 2 | 1 | 2 | 2 | | | | | | 6 |
| 30 to 34..... | 27 | | 1 | 4 | 1 | 3 | 4 | 1 | 2 | 9 | | | | | | 7 |
| 35 to 39..... | 27 | | | | | | | | | | 2 | | | | | 7 |
| 40 to 44..... | 9 | | | 1 | 1 | | 2 | 2 | | 1 | | 3 | | | | 14 |
| 45 to 49..... | 11 | | | 1 | 4 | | 1 | | 2 | 2 | | 3 | | | | 7 |
| 50 and over..... | 10 | | | | | | | | 2 | 1 | 3 | 1 | 2 | 1 | | 11 |
| Total..... | 100 | 1 | 1 | 10 | 8 | 8 | 13 | 16 | 7 | 7 | 16 | 7 | 5 | 1 | | 7 |
| CUTTERS. | | | | | | | | | | | | | | | | |
| 18 to 20..... | 4 | | | 2 | 1 | 1 | | | | | | | | | | 3 |
| 21 to 24..... | 21 | | | 4 | 3 | 1 | 5 | 3 | 2 | 2 | 1 | | | | | 6 |
| 25 to 29..... | 25 | | | | 1 | 3 | 5 | 5 | 4 | 4 | 3 | | | | | 7 |
| 30 to 34..... | 17 | | | | | 1 | | 1 | 1 | 2 | 9 | | 3 | | | 11 |
| 35 to 39..... | 12 | | | | | | | | | | 5 | 4 | 3 | | | 16 |
| 40 to 44..... | 11 | | | | | | 1 | | | 1 | 2 | 4 | 1 | 2 | | 15 |
| 45 to 49..... | 4 | | | | | | | | | | 1 | 1 | 1 | | 1 | 18 |
| 50 and over..... | 6 | | | | | | 1 | | | | | | | | 5 | 30 |
| Total..... | 100 | | | 6 | 5 | 6 | 12 | 9 | 7 | 9 | 21 | 12 | 5 | 2 | 6 | 9 |

The following chart (No. 21) indicates graphically the preponderance of pressers who have been in the industry less than 10 years, and of cutters who have been in 10 years or over:

CHART 21.—NUMBER OF YEARS IN THE INDUSTRY FOR 100 PRESSERS AND 100 CUTTERS.



YEARS IN THE UNITED STATES OF FOREIGN BORN AND YEARS IN THE UNITED STATES BEFORE ENTERING THE INDUSTRY.

YEARS IN UNITED STATES.—It may be pertinent now to compare pressers and cutters with respect to the number of years since coming to the United States, eliminating, of course, the American-born. Table M shows the facts. For pressers the median and mode both fall at 7 years; for cutters the median is 11 years, while the mode is 8 years. With the exception of the single age group, 25 to 29, the median number of years in the United States is consistently greater at all ages for cutters than for pressers.

Of 57 pressers who are 35 years of age or over, 29, or 50.9 per cent, have been in the United States less than 10 years; the corresponding figures for cutters are 2 out of 25, or 8 per cent. On the other hand, of 30 pressers who are 40 years of age or over, 11, or 36.7 per cent, have been in the United States more than 15 years, as against 10 out of 15 cutters—66.7 per cent.

TABLE M.—NUMBER OF YEARS IN THE UNITED STATES OF FOREIGN BORN, BY AGE GROUPS.

| Age group (years). | Total foreign born. | Foreign born reporting each specified number of years residence in the United States. | | | | | | | | | | | | | Median number of years. |
|--------------------|---------------------|---|---|---|---|----|----|---|----|----|----------|----------|----------|----------|-------------------------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 to 14 | 15 to 19 | 20 to 24 | 25 to 29 |  | 30 and over. |
| PRESSERS. | | | | | | | | | | | | | | | |
| Under 18..... | | | | | | | | | | | | | | | |
| 18 to 20..... | | | | | | | | | | | | | | | |
| 21 to 24..... | 8 | | | 1 | 1 | 3 | 3 | 3 | 2 | | | | | | 6 |
| 25 to 29..... | 20 | | | 2 | 2 | 4 | 7 | 3 | 2 | | | | | | 7 |
| 30 to 34..... | 15 | | | 3 | 1 | 3 | 2 | 2 | 3 | | 1 | | | | 7 |
| 35 to 39..... | 27 | | 1 | 3 | 2 | 2 | 3 | 2 | 2 | | 10 | 2 | | | 9 |
| 40 to 44..... | 9 | | | 1 | 1 | | 2 | | | | 1 | 2 | 2 | | 14 |
| 45 to 49..... | 11 | | | | 1 | 1 | | 3 | | 2 | 1 | 2 | 1 | | 9 |
| 50 and over..... | 10 | | | | | | | 1 | 2 | 3 | | | 2 | 1 | 11 |
| Total..... | 100 | 1 | 8 | 7 | 4 | 12 | 20 | 8 | 11 | 16 | 6 | 5 | 1 | 1 | 7 |
| CUTTERS. | | | | | | | | | | | | | | | |
| Under 18..... | | | | | | | | | | | | | | | |
| 18 to 20..... | 2 | | | | 1 | | | | | | 1 | | | | |
| 21 to 24..... | 19 | | | 1 | 2 | 1 | 1 | 4 | | | 6 | 4 | | | 10 |
| 25 to 29..... | 19 | | | | | 2 | 4 | 5 | 3 | 1 | 3 | 1 | | | 7 |
| 30 to 34..... | 14 | | | | | | | 2 | 1 | 1 | 5 | 2 | 1 | 1 | 11 |
| 35 to 39..... | 10 | | | | | | | | | | 2 | 1 | 3 | 2 | +20 |
| 40 to 44..... | 7 | | | | | | | | 1 | 1 | | 2 | 1 | 1 | +16 |
| 45 to 49..... | 4 | | | | | | | | | | 1 | 1 | 1 | 1 | 17 |
| 50 and over..... | 4 | | | | | | | | | | 1 | | | 3 | +30 |
| Total..... | 79 | 1 | 2 | 3 | 5 | 8 | 9 | 3 | | 19 | 11 | 6 | 5 | 7 | 11 |

YEARS IN UNITED STATES BEFORE ENTERING INDUSTRY.—A very marked difference between the two occupations is found upon examination of the comparative readiness with which the newly arrived immigrant finds his way into them. Table N shows the number of years of interval after coming to the United States before entering

the industry. Deducting those who had already entered the industry before coming here, and those born here, it appears that 84 out of 96 pressers, 87.5 per cent, were absorbed into the industry within a year after arrival, as against 36 out of 78 cutters, 46.2 per cent. Only 7.3 per cent of the pressers failed to get into the industry within 2 years after coming to the United States, while 37.2 per cent (29) of the cutters required more than 2 years, and 26.9 per cent (21) required 6 years or more.

Taking the Russian-born groups by themselves, an even greater disparity between pressers and cutters is observed. Chart 22 shows the distribution reduced to percentages of the total foreign-born pressers and cutters, respectively, and the distribution for the Russian born, reduced to percentages of the Russian born.

The facts here brought out are of interest particularly in conjunction with the previously emphasized facts that the cutters are 7 to 8 years younger than the pressers (comparing the median ages), and in general enter the industry about 2 years earlier.

TABLE N.—LENGTH OF TIME IN THE UNITED STATES BEFORE ENTERING THE INDUSTRY, BY COUNTRY OF BIRTH.

| Country of birth. | Total foreign born. | Foreign born residing in the United States before entering the industry— | | | | | | |
|----------------------|---------------------|--|---------|----------|----------|----------|----------|-------------------|
| | | Under 1 year. | 1 year. | 2 years. | 3 years. | 4 years. | 5 years. | 6 years and over. |
| PRESSERS. | | | | | | | | |
| Russia..... | 67 | 58 | 4 | 3 | | | | 2 |
| Russian Poland..... | 5 | 5 | | | | | | |
| Austria-Hungary..... | 5 | 3 | 1 | | | | | 1 |
| Austrian Poland..... | 18 | 17 | | | | | | 1 |
| Roumania..... | 1 | 1 | | | | | | |
| Total..... | 196 | 184 | 5 | 3 | | | | 4 |
| CUTTERS. | | | | | | | | |
| Russia..... | 46 | 22 | 2 | 6 | 3 | 2 | 1 | 10 |
| Austria-Hungary..... | 11 | 3 | | 2 | | 1 | 1 | 4 |
| Austrian Poland..... | 12 | 9 | 2 | | | | | 1 |
| Roumania..... | 1 | 1 | | | | | | |
| Germany..... | 4 | 1 | | 1 | | | | 2 |
| France..... | 1 | | | | | | | 1 |
| Italy..... | 2 | | | | | | | 2 |
| England..... | 1 | | | | | | | 1 |
| Total..... | 78 | 36 | 4 | 9 | 3 | 3 | 2 | 21 |

¹ Not including 4 who entered the industry before coming to the United States, 1 born in Austrian Poland and 3 in Russia. All went to work in the industry within 1 year after arrival.

² Not including 1 born in Russian Poland, who entered the industry before coming to the United States. He went to work in the industry within 1 year after arrival.

From Table O it appears that of 40 foreign-born cutters under 30 years of age, 18 entered the industry within a year after arrival, and the same is true of 18 out of 38 who are 30 years of age or over, indicating no significant difference between the younger and the older groups. The corresponding quantities in the table for pressers are too small to give any indication of a tendency.

CHART 22.—PER CENT OF FOREIGN-BORN AND OF RUSSIAN-BORN PRESSERS AND CUTTERS, BY CLASSIFIED NUMBER OF YEARS IN THE UNITED STATES BEFORE ENTERING THE INDUSTRY.

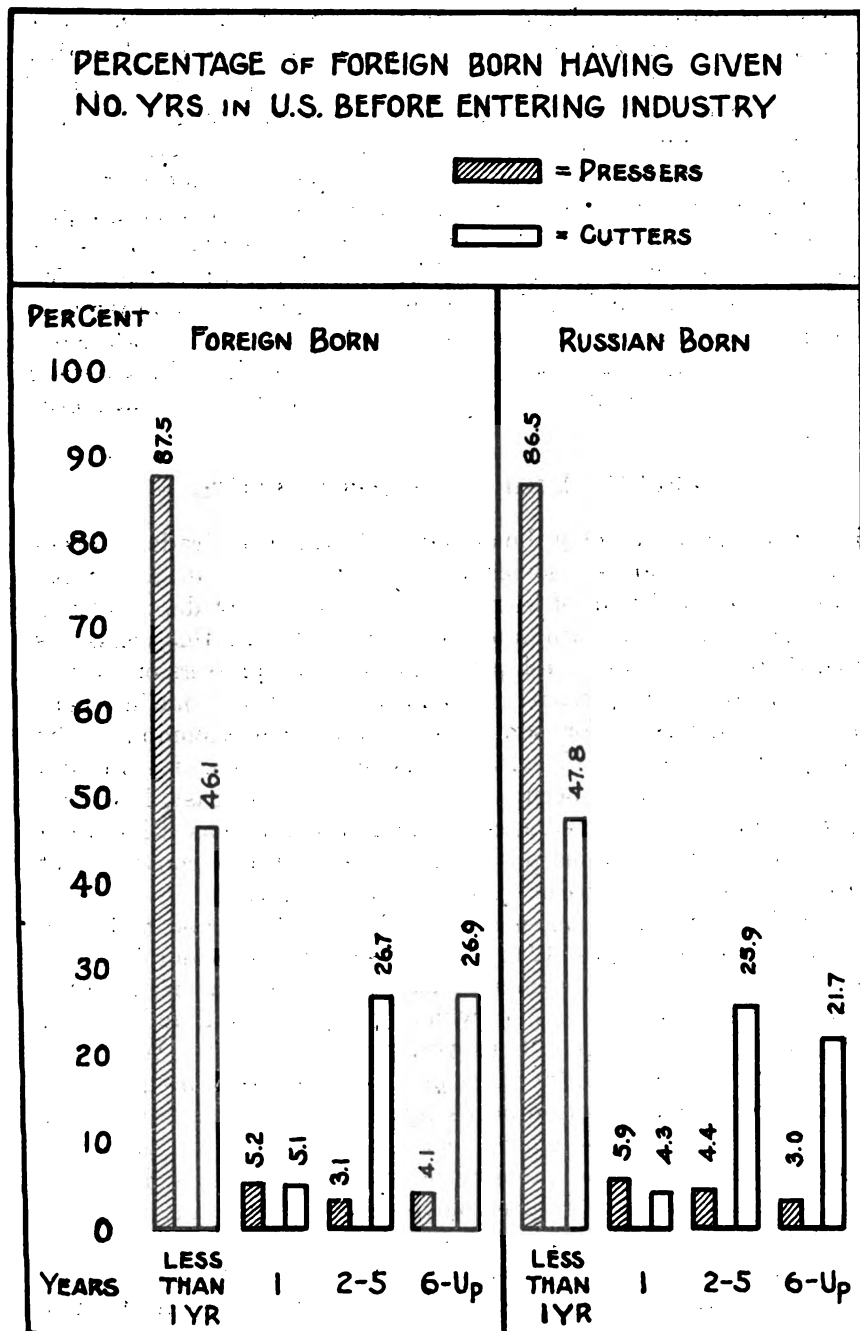


TABLE O.—LENGTH OF TIME IN THE UNITED STATES BEFORE ENTERING THE INDUSTRY, BY AGE GROUPS.

| Age group (years). | Total foreign born. | Foreign born residing in the United States before entering the industry— | | | | | | |
|--------------------|---------------------------|---|---------|----------|----------|----------|----------|-------------------------|
| | | Under 1 year. | 1 year. | 2 years. | 3 years. | 4 years. | 5 years. | 6 years and over. |
| PRESSERS. | | | | | | | | |
| Under 18..... | | | | | | | | |
| 18 to 20..... | | | | | | | | |
| 21 to 24..... | 8 | 8 | | | | | | |
| 25 to 29..... | 19 | 16 | 2 | | | | | 1 |
| 30 to 34..... | 14 | 13 | | | | | | 1 |
| 35 to 39..... | 26 | 22 | 2 | 2 | | | | |
| 40 to 44..... | 8 | 8 | | | | | | |
| 45 to 49..... | 11 | 9 | | 1 | | | | 1 |
| 50 and over..... | 10 | 8 | 1 | | | | | 1 |
| Total..... | 196 | 184 | 5 | 3 | | | | 4 |
| CUTTERS. | | | | | | | | |
| Under 18..... | | | | | | | | |
| 18 to 20..... | 2 | | | 1 | | | | 1 |
| 21 to 24..... | 19 | 6 | 1 | 2 | 1 | 2 | | 7 |
| 25 to 29..... | 19 | 12 | 2 | 1 | 2 | | 1 | 1 |
| 30 to 34..... | 14 | 9 | | 2 | | | | 3 |
| 35 to 39..... | 10 | 3 | | 1 | | | | 6 |
| 40 to 44..... | 7 | 2 | 1 | 2 | | | | 2 |
| 45 to 49..... | 3 | 3 | | | | | | |
| 50 and over..... | 4 | 1 | | | | 1 | 1 | 1 |
| Total..... | 78 | 36 | 4 | 9 | 3 | 3 | 2 | 21 |

¹ Not including 4 who entered the industry before coming to the United States, 1 each in age groups 25 to 29, 30 to 34, 35 to 39, and 40 to 44. All went to work in the industry within 1 year after arrival.

² Not including 1 in age group 45 to 49, who entered the industry before coming to the United States. He went to work in the industry within 1 year after arrival.

PREVIOUS OCCUPATION AND METHOD OF LEARNING THE TRADE.

PREVIOUS OCCUPATION.—Since so large a proportion of both pressers and cutters entered the industry as adults after coming to the United States, the next important question to be studied relates to the previous occupations. This part of the inquiry was limited to occupations in Europe, for interest centers in the effort to determine what influence, if any, such occupations have upon the conditions of entrance into this industry. Whatever other occupations were engaged in after arrival in this country in most cases seem to have been regarded as merely temporary in nature.

The first fact that arrests the attention in Table P is that only five pressers and five cutters learned the trade in which they are now employed before coming to the United States.

Among the pressers, by far the largest group, 48, is made up of those reporting themselves as having been salesmen, or in business for themselves. Inquiry into details elicited the information that in Russia to be a "business man" does not involve anything like the investment of capital or completeness of establishment that are implied by the typical American when he uses that expression. It was found in some cases, for example, that the "business" consisted of a pushcart, or a peddler's outfit, or other equally modest undertaking. This fact should be kept in mind, therefore, in studying the table.

One is not prepared to find the larger number of the skilled mechanics drawn into this industry as pressers rather than cutters. The fact

that cutting ranks higher as a skilled trade than pressing would lead one to expect that the former would attract most of the skilled workers that might be found among a miscellaneous aggregation of candidates for entrance into the industry. The explanation for this seeming anomaly, however, as well as for the comparatively large number of cutters with no previous occupation reported, is probably the large number of cutters belonging to the younger age groups—too young to have engaged in any occupation before coming to this country, and certainly too young to have acquired a skilled trade.

The occupations specified and listed in connection with Table P are interesting as indicating the great variety of sources from which the cutters, and especially the pressers, have come. The following chart (No. 23) based on this table, shows the distribution in summarized form.

This table indicates the small proportion of those who learned their present trades in any other way than "on the job," seven among the cutters and none at all among the pressers. The industry seems to have made a kind of provision for such training as is absolutely necessary, but the provision, such as it was, apparently offered less resistance to the presser than to the cutter.

TABLE P.—PREVIOUS OCCUPATION IN EUROPE, AND METHOD OF LEARNING TRADE IN UNITED STATES.

| Country of birth. | Total. | Previous occupation in Europe. | | | | | | | Learned trade in shop after coming to United States. |
|----------------------|--------|--------------------------------|-------------|----------------|--------------------------|----------------------------|-------------------|-------------------------|--|
| | | Present occupation. | Profession. | Skilled trade. | Salesman or in business. | Miscellaneous occupations. | Farm or forestry. | No occupation reported. | |
| PRESSERS. | | | | | | | | | |
| Russia..... | 70 | 4 | 4 | 20 | 28 | 7 | 2 | 5 | 66 |
| Russian Poland..... | 5 | | | 1 | 2 | 1 | | 1 | 5 |
| Austria-Hungary..... | 5 | | | | 4 | | 1 | | 5 |
| Austrian Poland..... | 19 | 1 | | 2 | 13 | 3 | | | 18 |
| Roumania..... | 1 | | | | 1 | | | | 1 |
| Total..... | 100 | 5 | 14 | 23 | 48 | 11 | 3 | 6 | 95 |
| CUTTERS. | | | | | | | | | |
| Russia..... | 46 | 2 | 6 | 3 | 17 | 2 | | 16 | 43 |
| Russian Poland..... | 1 | 1 | | | | | | | |
| Austria-Hungary..... | 11 | 2 | | | 3 | | | 6 | 9 |
| Austrian Poland..... | 12 | | | 1 | 5 | | 3 | 3 | 12 |
| Roumania..... | 1 | | | | 1 | | | | 1 |
| Germany..... | 4 | | | | 1 | | | 3 | 3 |
| France..... | 1 | | | | 1 | | | 1 | 1 |
| Italy..... | 2 | | | | | | | 2 | 1 |
| United States..... | 21 | | | | | | | | 17 |
| England..... | 1 | | | | 1 | | | | 1 |
| Total..... | 100 | 5 | 6 | 4 | 28 | 2 | 3 | 31 | 88 |

¹ Includes teachers, 2; students, 2.

² Includes carpenters, 5; bakers, 2; shoemakers, 2; tobacco cutter, 1; millers, 2; locksmiths, 3; butchers, 3; brass polisher, 1; ironworker, 1; brush maker, 1; wood turner, 1; boot and shoe laster, 1.

³ Includes soap maker, 1; worker in leather factory, 2; conductor, 1; agent at railroad station, 1; drivers, 2; worker in brewery, 1; bookkeeper, 1; railroad porter and clerk, 1; common laborer, 1.

⁴ Five others learned the trade before coming to the United States.

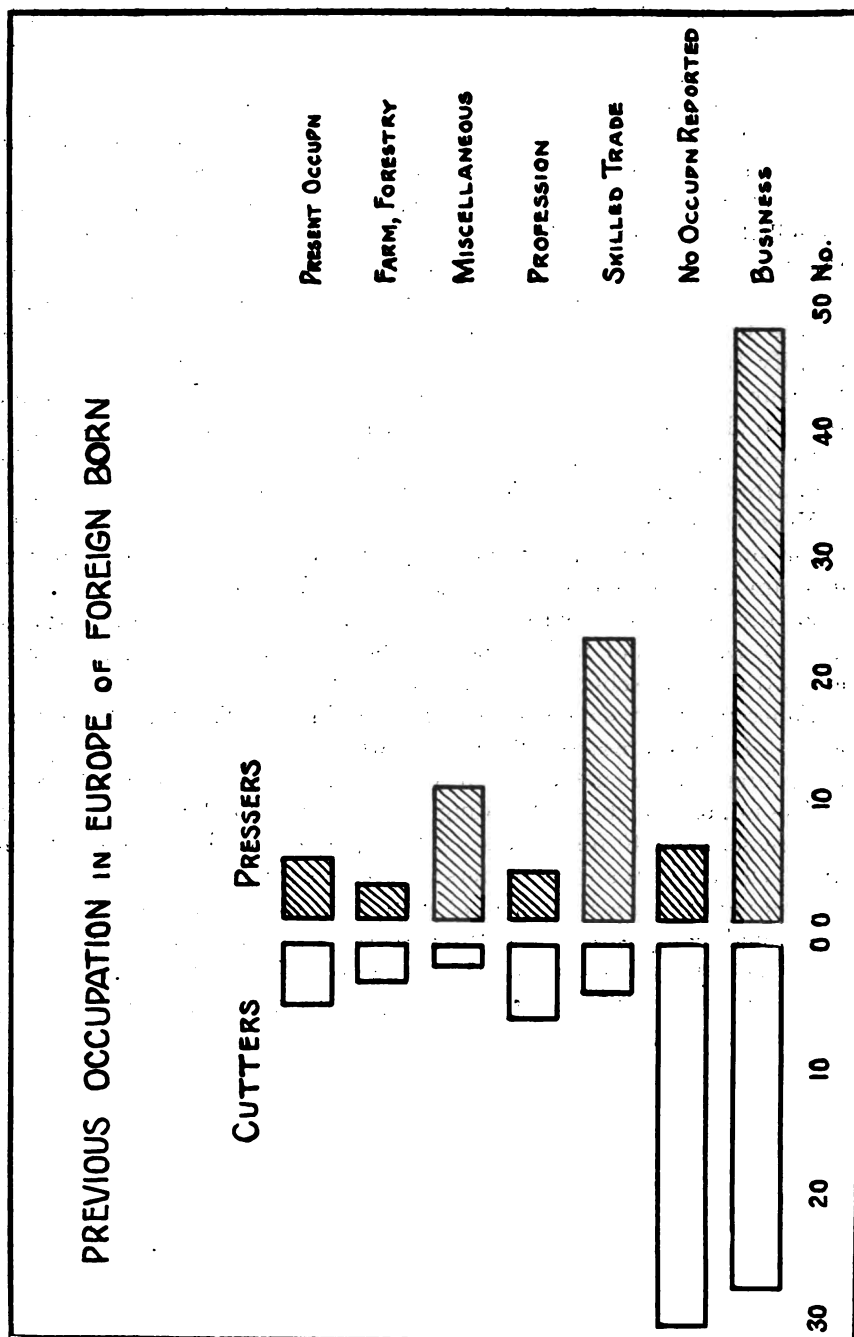
⁵ Students.

⁶ Includes plasterer, 1; baker, 1; bookbinder, 1; tinsmith, 1.

⁷ Includes worker in match factory, 1; worker in saloon, 1.

⁸ In addition to these, 7 others learned their trade in the United States, 5 by apprenticeship and 1 each by private instruction and from member of his family; 5 others learned their trade before coming to the United States.

CHART 23.—PREVIOUS OCCUPATION IN EUROPE OF 100 FOREIGN-BORN PRESSERS AND 79 FOREIGN-BORN CUTTERS.



SCHOOL ATTENDANCE.

Each individual was asked to state how many years he had gone to school, where the school was located, and the character of the school. The information thus given is classified and presented in Tables Q and R, but not with the idea that detailed comparisons are of great significance or profit. It has not been possible to attempt to evaluate in any way a year of training in the public elementary schools of New York in terms of training in the schools in Russia, Poland, and elsewhere, attended by these subjects. Much less is there available any definite measure of the comparative value of the work of the so-called public schools in Russia, in which the pupils pay tuition, and the Yiddish parochial or private schools, and other types which have been mentioned in the schedules. Further, before giving great weight to the findings of such an inquiry as this it would be desirable to classify the communities supporting the schools, roughly at least, as to their probable educational standards. If no more could be done than to classify the schools as rural, village, and urban, in accordance with some predetermined population scale, their products might be somewhat more comparable than is the case in the present study.

Nevertheless it is believed that certain rough comparisons may be made on the basis of the data as collected. In order to separate incommensurable elements so far as possible, the tables are divided into three sections, each section exclusive of the others—attendance at: (1) Day school in Europe, (2) day school in the United States, and (3) evening school in the United States.

Concerning day-school attendance in Europe, Table Q shows that all but 2 of the pressers, 98 per cent, went to school at least one year; of 79 foreign-born cutters, 64, or 81 per cent, went to school in Europe.

The number of those attending day school in the United States is 2 for pressers and 40 for cutters. The report of evening-school attendance is 21 pressers and 47 cutters; 5 pressers report two or more years of evening-school attendance, as compared with 34 cutters.

A rough composite of the three sections of the table as shown in Chart 24, which follows Table Q, seems to indicate a somewhat better showing for cutters than for pressers, so far as amount of schooling is concerned.

TABLE Q.—SCHOOL ATTENDANCE, BY COUNTRY OF BIRTH.

[A fraction of a year equal to one-half or over is recorded as one year. Private lessons are arbitrarily recorded as equivalent to one-half the same length of time in regular day schools.]

| Country of birth. | Total. | Number reporting no schooling. | Number reporting given number of years of day schooling. | | | | | | | | Number reporting given number of years of evening schooling in United States. | | | | |
|----------------------|--------|--------------------------------|--|-------------|-------------|-------------------|-------------------|-------------|-------------|-------------------|---|-------|--------|--------|------------------|
| | | | In Europe. | | | | In United States. | | | | | | | | |
| | | | 0 yrs. | 1 to 4 yrs. | 5 to 9 yrs. | 10 yrs. and over. | 0 yrs. | 1 to 4 yrs. | 5 to 9 yrs. | 10 yrs. and over. | 0 yrs. | 1 yr. | 2 yrs. | 3 yrs. | 4 yrs. and over. |
| PRESSERS. | | | | | | | | | | | | | | | |
| Russia..... | 70 | 2 | | 5 | 49 | 14 | 66 | 2 | | | 53 | 13 | 1 | | 1 |
| Russian Poland..... | 5 | | | 1 | 4 | | 5 | | | | 4 | 1 | | | |
| Austria-Hungary..... | 5 | | | | 3 | 2 | 5 | | | | 4 | | 1 | | |
| Austrian Poland..... | 19 | | | 2 | 10 | 7 | 19 | | | | 15 | 2 | 2 | | |
| Roumania..... | 1 | | | | 1 | | 1 | | | | 1 | | | | |
| Total..... | 100 | 2 | | 8 | 67 | 23 | 96 | 2 | | | 77 | 16 | 4 | | 1 |
| CUTTERS. | | | | | | | | | | | | | | | |
| Russia..... | 46 | 1 | 8 | 8 | 22 | 7 | 33 | 7 | 5 | | 17 | 8 | 12 | 5 | 3 |
| Russian Poland..... | 1 | | | | 1 | | 1 | | | | 1 | | | | |
| Austria-Hungary..... | 11 | | 2 | 1 | 8 | | 8 | | 2 | 1 | 8 | | 3 | | |
| Austrian Poland..... | 12 | | 1 | 1 | 7 | 3 | 11 | | 1 | | 5 | 2 | 3 | 1 | 1 |
| Roumania..... | 1 | | | | 1 | | 1 | | | | 1 | | | | |
| Germany..... | 4 | | 1 | | 3 | | 4 | | | | 2 | | 2 | | |
| France..... | 1 | | 1 | | | | | 1 | | | | 1 | | | |
| Italy..... | 2 | | | 1 | 1 | | | 1 | 1 | | 1 | 1 | | | |
| United States..... | 21 | | 21 | | | | | 1 | 17 | 3 | 16 | 1 | 4 | | |
| England..... | 1 | | | | 1 | | 1 | | | | 1 | | | | |
| Total..... | 100 | 1 | 35 | 10 | 44 | 10 | 59 | 9 | 27 | 4 | 52 | 13 | 24 | 6 | 4 |

A comparison of age groups, Table R, discloses the following facts: Of 28 pressers under 30 years of age, 23, or 82.1 per cent, have had at least 5 years of schooling in Europe, as against 26 out of 50 cutters, 52 per cent. Of the same groups, no pressers have had 5 years of schooling in the United States, as against 16 cutters, or 32 per cent; 10 pressers under 30 years of age have had one year or more of evening school, 35.7 per cent, as against 26 cutters, 52 per cent. Of those 30 years of age or over, 67 out of 72 pressers, or 93.1 per cent, have had at least 5 years of schooling in Europe, as against 28 out of 50 cutters, 56 per cent. Of the same groups, no presser has had any day schooling in the United States, as against 18 cutters, 36 per cent; 11 pressers, or 15.3 per cent, have had one year or more of evening school, as against 21 cutters, 42 per cent.

CHART 24.—SCHOOL ATTENDANCE OF 100 PRESSERS AND 100 CUTTERS.

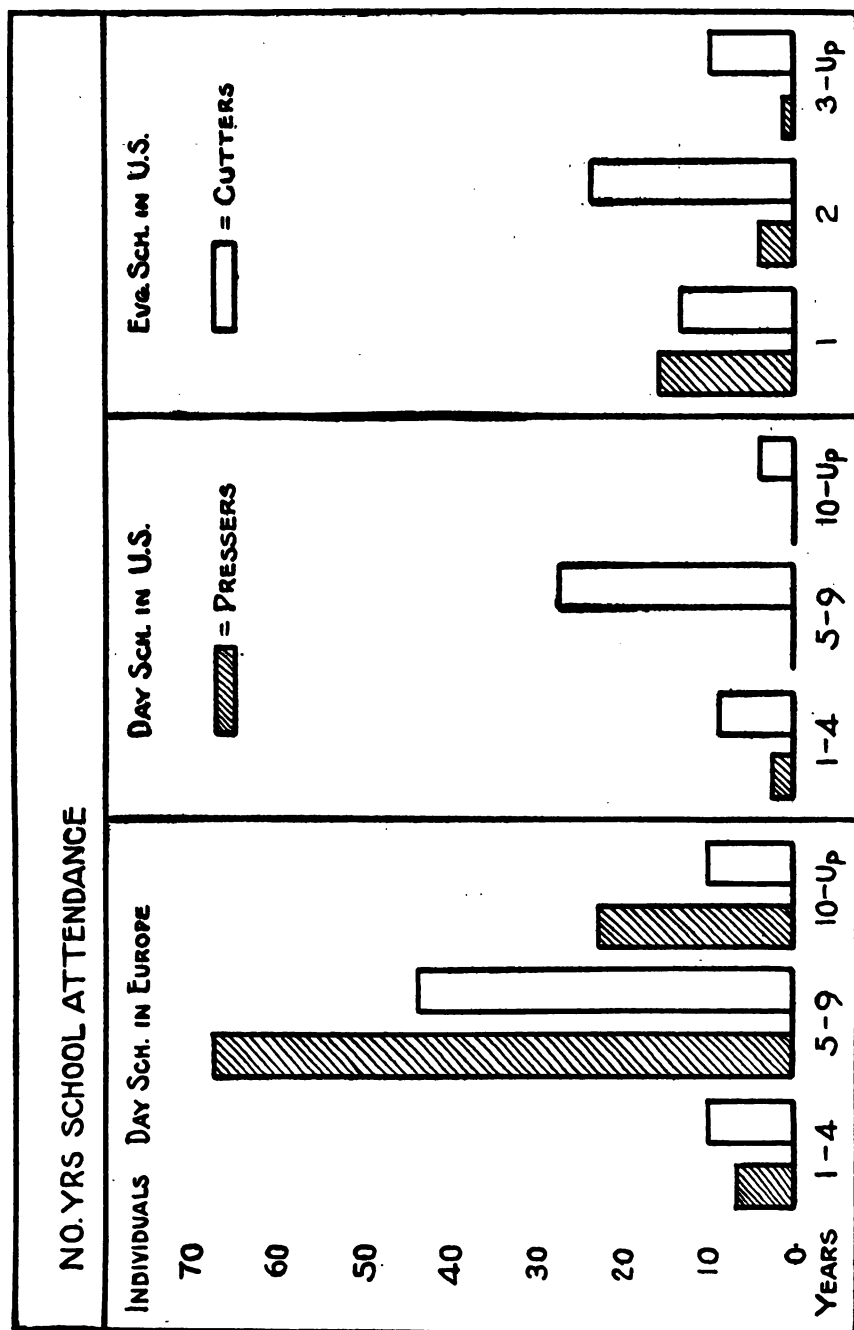


TABLE E.—SCHOOL ATTENDANCE, BY AGE GROUPS.

| Age group (years). | Total. | Number reporting no schooling. | Number reporting given number of years of day schooling. | | | | | | | | Number reporting given number of years of evening schooling in United States. | | | | |
|--------------------|--------|--------------------------------|--|-------------|-------------|-------------------|-------------------|-------------|-------------|-------------------|---|-------|--------|--------|------------------|
| | | | In Europe. | | | | In United States. | | | | | | | | |
| | | | 0 yrs. | 1 to 4 yrs. | 5 to 9 yrs. | 10 yrs. and over. | 0 yrs. | 1 to 4 yrs. | 5 to 9 yrs. | 10 yrs. and over. | 0 yrs. | 1 yr. | 2 yrs. | 3 yrs. | 4 yrs. and over. |
| PRESSERS. | | | | | | | | | | | | | | | |
| Under 18..... | | | | | | | | | | | | | | | |
| 18 to 20..... | | | | | | | | | | | | | | | |
| 21 to 24..... | 8 | | | 2 | 5 | 1 | 7 | 1 | | | 4 | 4 | | | |
| 25 to 29..... | 20 | 1 | | 2 | 13 | 4 | 18 | 1 | | | 13 | 4 | | 2 | |
| 30 to 34..... | 15 | | | 1 | 10 | 4 | 15 | 1 | | | 12 | 2 | | 1 | |
| 35 to 39..... | 27 | | | 2 | 17 | 8 | 27 | | | | 23 | 3 | | | |
| 40 to 44..... | 9 | | | | 7 | 2 | 9 | | | | 5 | 3 | | 1 | |
| 45 to 49..... | 11 | 1 | | | 8 | 2 | 10 | | | | 10 | | | | |
| 50 and over..... | 10 | | | 1 | 7 | 2 | 10 | | | | 10 | | | | |
| Total..... | 100 | 2 | | 8 | 67 | 23 | 96 | 2 | | | 77 | 16 | 4 | | 1 |
| CUTTERS. | | | | | | | | | | | | | | | |
| Under 18..... | | | | | | | | | | | | | | | |
| 18 to 20..... | | | | | | | | | | | | | | | |
| 21 to 24..... | 4 | | 3 | | 1 | | 1 | | 3 | | 3 | | 1 | | |
| 25 to 29..... | 21 | | 6 | 4 | 10 | 1 | 11 | 2 | 7 | 1 | 10 | 4 | 4 | 2 | 1 |
| 30 to 34..... | 25 | | 8 | 3 | 10 | 4 | 16 | 4 | 5 | | 11 | 2 | 4 | 2 | 2 |
| 35 to 39..... | 17 | | 6 | 1 | 8 | 2 | 10 | 1 | 5 | 1 | 8 | 3 | 4 | 1 | 1 |
| 40 to 44..... | 12 | | 5 | 1 | 6 | | 7 | 2 | 2 | 1 | 6 | 2 | 3 | | |
| 45 to 49..... | 11 | 1 | 5 | 1 | 3 | 1 | 6 | | 3 | 1 | 6 | 1 | 3 | | |
| 50 and over..... | 4 | | | | 2 | 2 | 4 | | | | 2 | 1 | 1 | | |
| Total..... | 100 | 1 | 35 | 10 | 44 | 10 | 59 | 9 | 27 | 4 | 52 | 13 | 24 | 6 | 4 |

COMMAND OF LANGUAGE.

The last section of the schedule consisted of questions as to the languages the individual is able to speak, read, and write. The results, as presented in Tables S to Y, are far from satisfactory as a basis upon which to make detailed comparisons. The unreliability of data secured in the manner described has already been pointed out. It is possible that in the inquiry as to the number of languages these subjects can speak, read, and write, the influence of suggestion played some part in determining the answers.

The original intention was to prepare a series of tests for dictation and oral and written exercises, the use of which would have made possible a more accurate measure of ability. Series of sentences in each of the different languages, arranged in ascending order of difficulty of comprehension or of expression, given with a time limit or some other easily applied uniformity of method, would have yielded more valuable results than were here actually obtained. Consideration of the amount of time and effort that would have been entailed by such a procedure, the possible unwillingness to cooperate on the part of the subjects, and the probable significance of the results in comparison with what it was hoped could be secured by a much simpler method, resulted in the decision to adopt the latter.

It is believed that the results of the inquiry, crude as it was, are sufficiently significant to be worthy of presentation, at least in the following particulars:

1. For the evidence given as to the polyglot character of the people engaged in these two occupations, reflecting to a considerable degree the conditions in the entire industry.

2. For a comparison of the pressers and cutters with respect to the use of Yiddish, suggesting the extent to which the industry is influenced by racial considerations.

3. For a comparison with respect to the use of English, and by implication the extent of adjustment to American ideals and standards.

Taking up the question of Yiddish first, the tables show that 9 pressers speak Yiddish only, 1 speaks Yiddish and English, 1 speaks Yiddish and Polish, and 19 speak their native language and Yiddish. Table Y presents an analysis of the facts reported in the last column of Table S, showing that all of those reporting ability to use more than two languages (70) speak Yiddish. All of the 100 pressers, therefore, speak Yiddish; and by a similar calculation it is shown that 52 pressers speak English. The corresponding numbers for cutters are: 82 speak Yiddish; 85 speak English.

Tables U and V show that all but 8 pressers reported ability to read, and all of the 8 unable to read were 25 years of age or over; 24 pressers read one language only, Yiddish, while 19 cutters read one language only; in 16 cases, English. Combining the data in Tables U and Y, 90 pressers report ability to read Yiddish, and 35 ability to read English; whereas 68 cutters read Yiddish and 81 read English.

Tables W and X show that 12 pressers, ranging in age from 25 to over 50 years, were unable to write; 22 pressers write one language only, Yiddish, while 25 cutters write one language only, of whom 20 write English. Combining the data in Tables W and Y, 88 pressers report ability to write Yiddish, and 33 ability to write English; whereas 65 cutters write Yiddish, and 81 English. Charts 18 and 19 (pp. 146 and 147) present a summary of the more important figures in graphic form.

TABLE S.—LANGUAGE-SPEAKING ABILITY REPORTED, BY COUNTRY OF BIRTH.

| Country of birth. | Total. | One language only. | | Two languages. | | | | | | More than two languages. |
|----------------------|--------|--------------------|-----------|----------------|---------|-------------|-----------|----------|--------|--------------------------|
| | | Eng-lish. | Yid-dish. | Yiddish and— | | Native and— | | | Total. | |
| | | | | Eng-lish. | Polish. | Eng-lish. | Yid-dish. | Ger-man. | | |
| PRESSERS. | | | | | | | | | | |
| Russia..... | 70 | | 8 | 1 | 1 | | 15 | | 17 | 45 |
| Russian Poland..... | 5 | | | | | | | | | 5 |
| Austria-Hungary..... | 5 | | 1 | | | | | | | 4 |
| Austrian Poland..... | 19 | | | | | | 3 | | 3 | 16 |
| Roumania..... | 1 | | | | | | 1 | | 1 | |
| Total..... | 100 | | 9 | 1 | 1 | | 19 | | 21 | 70 |
| CUTTERS. | | | | | | | | | | |
| Russia..... | 46 | | | 11 | | | | | 11 | 35 |
| Russian Poland..... | 1 | 1 | | | | | | | | |
| Austria-Hungary..... | 11 | | | 4 | | | | | 4 | 7 |
| Austrian Poland..... | 12 | | | 1 | | | | | 1 | 11 |
| Roumania..... | 1 | | | | | | | | | 1 |
| Germany..... | 4 | | | | | 4 | | | 4 | |
| France..... | 1 | | | | | | | | | 1 |
| Italy..... | 2 | | | | | 1 | | | 1 | 1 |
| United States..... | 21 | 2 | | | | | 10 | 4 | 14 | 5 |
| England..... | 1 | 1 | | | | | | | | |
| Total..... | 100 | 4 | | 16 | | 5 | 10 | 4 | 35 | 61 |

TABLE T.—LANGUAGE-SPEAKING ABILITY REPORTED, BY AGE GROUPS.

| Age group (years). | Total. | One language only. | | Two languages. | | | | | | More than two languages. |
|--------------------|--------|--------------------|-----------|----------------|---------|-------------|-----------|----------|--------|--------------------------|
| | | Eng-lish. | Yid-dish. | Yiddish and— | | Native and— | | | Total. | |
| | | | | Eng-lish. | Polish. | Eng-lish. | Yid-dish. | Ger-man. | | |
| PRESSERS. | | | | | | | | | | |
| Under 18..... | | | | | | | | | | |
| 18 to 20..... | | | 2 | 1 | | | 1 | | 2 | 4 |
| 21 to 24..... | 8 | | 3 | | | | 3 | | 3 | 14 |
| 25 to 29..... | 20 | | 1 | | | | 2 | | 2 | 12 |
| 30 to 34..... | 15 | | 1 | | 1 | | 6 | | 7 | 19 |
| 35 to 39..... | 27 | | 1 | | | | 1 | | 1 | 7 |
| 40 to 44..... | 9 | | 1 | | | | 4 | | 4 | 6 |
| 45 to 49..... | 11 | | 1 | | | | 2 | | 2 | 8 |
| 50 and over..... | 10 | | | | | | | | | |
| Total..... | 100 | | 9 | 1 | 1 | | 19 | | 21 | 70 |
| CUTTERS. | | | | | | | | | | |
| Under 18..... | | | | | | | | | | |
| 18 to 20..... | 4 | | | 1 | | | 2 | | 3 | 1 |
| 21 to 24..... | 21 | | | 6 | | 1 | 1 | | 8 | 13 |
| 25 to 29..... | 25 | | | 3 | | | 5 | | 8 | 17 |
| 30 to 34..... | 17 | | | 3 | | | 2 | 1 | 6 | 11 |
| 35 to 39..... | 12 | 1 | | 3 | | | | | 3 | 8 |
| 40 to 44..... | 11 | 2 | | | | 2 | | 1 | 3 | 6 |
| 45 to 49..... | 4 | 1 | | | | | | | | 3 |
| 50 and over..... | 6 | | | | | 2 | | 2 | 4 | 2 |
| Total..... | 100 | 4 | | 16 | | 5 | 10 | 4 | 35 | 61 |

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TABLE U.—LANGUAGE-READING ABILITY REPORTED, BY COUNTRY OF BIRTH.

| Country of birth. | To- tal. | One lan- guage only. | | Two languages— | | | | | | | | | | More than two lan- guag- es. |
|----------------------|-------------|-------------------------|---------------|----------------|--------------|--------------|---------------|---------------|--------------|--------------|---------|-------------------------------------|-------------|--|
| | | | | Yiddish and— | | | Native and— | | | | | Ger- man and Eng- lish. | To- tal. | |
| | | Eng- lish. | Yid- dish. | Eng- lish. | Pol- ish. | He- brew. | Eng- lish. | Yid- dish. | Ger- man. | Pol- ish. | French. | | | |
| PRESSERS. | | | | | | | | | | | | | | |
| Russia..... | 70 | | 18 | 1 | 1 | | | 18 | | 1 | | | 21 | 27 |
| Russian Poland..... | 5 | | 1 | | | | | | | | | | | 3 |
| Austria-Hungary..... | 5 | | 1 | | | | | | | | | | | 3 |
| Austrian Poland..... | 19 | | 4 | | | | | 2 | | | | | 2 | 11 |
| Roumania..... | 1 | | | | | | | 1 | | | | | 1 | |
| Total..... | 100 | | 24 | 1 | 1 | | | 21 | | 1 | | | 24 | 44 |
| CUTTERS. | | | | | | | | | | | | | | |
| Russia..... | 46 | 2 | 2 | 13 | | 1 | | 4 | | | | | 18 | 24 |
| Russian Poland..... | 1 | 1 | | | | | | | | | | | | |
| Austria-Hungary..... | 11 | 1 | 1 | 2 | | | | | | | | | 2 | 7 |
| Austrian Poland..... | 12 | 1 | | | | | | 1 | | | | | 1 | 10 |
| Roumania..... | 1 | | | | | | | | | | | | | 1 |
| Germany..... | 4 | | | | | | | 4 | | | | | 4 | |
| France..... | 1 | | | | | | | | | | | 1 | 1 | |
| Italy..... | 2 | | | | | | | 2 | | | | | 2 | |
| United States..... | 21 | 10 | | | | | | 3 | 5 | | 1 | | 9 | 2 |
| England..... | 1 | 1 | | | | | | | | | | | | |
| Total..... | 100 | 16 | 3 | 15 | | 1 | 6 | 8 | 5 | | 1 | 1 | 37 | 44 |

TABLE V.—LANGUAGE-READING ABILITY REPORTED, BY AGE GROUPS.

| Age group (years). | To- tal. | One lan- guage only. | | Two languages— | | | | | | | | | | More than two lan- guag- es. |
|--------------------|-------------|-------------------------|---------------|----------------|--------------|--------------|---------------|---------------|--------------|--------------|---------|-------------------------------------|-------------|--|
| | | | | Yiddish and— | | | Native and— | | | | | Ger- man and Eng- lish. | To- tal. | |
| | | Eng- lish. | Yid- dish. | Eng- lish. | Pol- ish. | He- brew. | Eng- lish. | Yid- dish. | Ger- man. | Pol- ish. | French. | | | |
| PRESSERS. | | | | | | | | | | | | | | |
| Under 18..... | | | | | | | | | | | | | | |
| 18 to 20..... | | | | | | | | | | | | | | |
| 21 to 24..... | 8 | | 2 | 1 | | | | 2 | | | | | 3 | 3 |
| 25 to 29..... | 20 | | 5 | | | | | 1 | | | | | 1 | 12 |
| 30 to 34..... | 15 | | 1 | | | | | 4 | | | | | 4 | 8 |
| 35 to 39..... | 27 | | 6 | | 1 | | | 7 | | 1 | | | 9 | 11 |
| 40 to 44..... | 9 | | 4 | | | | | 2 | | | | | 2 | 3 |
| 45 to 49..... | 11 | | 5 | | | | | 2 | | | | | 2 | 3 |
| 50 and over..... | 10 | | 1 | | | | | 3 | | | | | 3 | 4 |
| Total..... | 100 | | 24 | 1 | 1 | | | 21 | | 1 | | | 24 | 44 |
| CUTTERS. | | | | | | | | | | | | | | |
| Under 18..... | | | | | | | | | | | | | | |
| 18 to 20..... | 4 | 3 | 1 | | | | | | | | | | | |
| 21 to 24..... | 21 | 1 | | 6 | | | 1 | 2 | | | | | 9 | 11 |
| 25 to 29..... | 25 | 3 | | 7 | | 1 | | 2 | 1 | | | | 11 | 11 |
| 30 to 34..... | 17 | 2 | 1 | 2 | | | | 1 | 1 | | | 1 | 5 | 9 |
| 35 to 39..... | 12 | 3 | 1 | | | | | 1 | 1 | | 1 | | 3 | 5 |
| 40 to 44..... | 11 | 3 | | | | | | 2 | 1 | 1 | | | 4 | 4 |
| 45 to 49..... | 4 | 1 | | | | | | | | | | | | 3 |
| 50 and over..... | 6 | | | | | | 2 | 1 | 2 | | | | 5 | 1 |
| Total..... | 100 | 16 | 3 | 15 | | 1 | 6 | 8 | 5 | | 1 | 1 | 37 | 44 |

TABLE W.—LANGUAGE-WRITING ABILITY REPORTED, BY COUNTRY OF BIRTH.

| Country of birth. | To- tal. | One lan- guage only. | | Two languages— | | | | | | | | | | More than two lan- guag- es. |
|----------------------|-------------|-------------------------|---------------|----------------|--------------|--------------|---------------|---------------|--------------|--------------|---------|-------------------------------------|-------------|---|
| | | | | Yiddish and— | | | Native and— | | | | | Ger- man and Eng- lish. | To- tal. | |
| | | Eng- lish. | Yid- dish. | Eng- lish. | Pol- ish. | He- brew. | Eng- lish. | Yid- dish. | Ger- man. | Pol- ish. | French. | | | |
| PRESSEERS. | | | | | | | | | | | | | | |
| Russia..... | 70 | | 18 | 2 | 1 | 1 | | 19 | | 1 | | | 24 | 22 |
| Russian Poland..... | 5 | | 1 | | | | | | | | | | | 3 |
| Austria-Hungary..... | 5 | | 1 | | | | | | | | | | | 3 |
| Austrian Poland..... | 19 | | 2 | | | | | 2 | | | | | 2 | 11 |
| Roumania..... | 1 | | | | | | | 1 | | | | | 1 | |
| Total..... | 100 | | 22 | 2 | 1 | 1 | | 22 | | 1 | | | 27 | 39 |
| CUTTERS. | | | | | | | | | | | | | | |
| Russia..... | 46 | 4 | 3 | 10 | | 1 | | 4 | | | | | 15 | 24 |
| Russian Poland..... | 1 | 1 | | | | | | | | | | | | 6 |
| Austria-Hungary..... | 11 | 1 | 2 | 2 | | | | | | | | | 2 | 10 |
| Austrian Poland..... | 12 | 1 | | | | | | 1 | | | | | 1 | 1 |
| Roumania..... | 1 | | | | | | | | | | | | | |
| Germany..... | 4 | | | | | | 4 | | | | | | 4 | |
| France..... | 1 | | | | | | | | | | | | | |
| Italy..... | 2 | | | | | | 2 | | | | | 1 | 2 | |
| United States..... | 21 | 12 | | | | | | 2 | 4 | | 1 | | 7 | 2 |
| England..... | 1 | 1 | | | | | | | | | | | | |
| Total..... | 100 | 20 | 5 | 12 | | 1 | 6 | 7 | 4 | | 1 | 1 | 32 | 43 |

TABLE X.—LANGUAGE-WRITING ABILITY REPORTED, BY AGE GROUPS.

| Age group (years). | To- tal. | One lan- guage only. | | Two languages— | | | | | | | | | | More than two lan- guag- es. |
|--------------------|-------------|-------------------------|---------------|----------------|--------------|--------------|---------------|---------------|--------------|--------------|---------|-------------------------------------|-------------|---|
| | | Eng- lish. | Yid- dish. | Yiddish and— | | | Native and— | | | | | Ger- man and Eng- lish. | To- tal. | |
| | | | | Eng- lish. | Pol- ish. | He- brew. | Eng- lish. | Yid- dish. | Ger- man. | Pol- ish. | French. | | | |
| PRESSERS. | | | | | | | | | | | | | | |
| Under 18..... | | | | | | | | | | | | | | |
| 18 to 20..... | | | | | | | | | | | | | | |
| 21 to 24..... | 8 | | 3 | 1 | | | | 1 | | | | | 2 | 3 |
| 25 to 29..... | 20 | | 3 | | | | | 2 | | | | | 2 | 11 |
| 30 to 34..... | 15 | | 1 | | | | | 6 | | | | | 6 | 6 |
| 35 to 39..... | 27 | | 5 | | 1 | 1 | | 7 | | 1 | | | 10 | 10 |
| 40 to 44..... | 9 | | 4 | | | | | 1 | | | | | 1 | 3 |
| 45 to 49..... | 11 | | 5 | 1 | | | | 2 | | | | | 3 | 2 |
| 50 and over..... | 10 | | 1 | | | | | 3 | | | | | 3 | 4 |
| Total..... | 100 | | 22 | 2 | 1 | 1 | | 22 | | 1 | | | 27 | 39 |
| CUTTERS. | | | | | | | | | | | | | | |
| Under 18..... | | | | | | | | | | | | | | |
| 18 to 20..... | 4 | 3 | 1 | | | | | 1 | | | | | | |
| 21 to 24..... | 21 | 3 | | 5 | | | 1 | 2 | | 1 | | | 7 | 11 |
| 25 to 29..... | 25 | 4 | 1 | 5 | | 1 | | 1 | 1 | | | | 9 | 11 |
| 30 to 34..... | 17 | 3 | 1 | 2 | | | | 1 | | | | 1 | 4 | 9 |
| 35 to 39..... | 12 | 3 | 1 | | | | 1 | 1 | | | 1 | | 3 | 5 |
| 40 to 44..... | 11 | 3 | | | | | 2 | 1 | 1 | | | | 4 | 4 |
| 45 to 49..... | 4 | 1 | | | | | | | | | | | | 3 |
| 50 and over..... | 6 | | 1 | | | | 2 | 1 | 2 | | | | 5 | |
| Total..... | 100 | 20 | 5 | 12 | | 1 | 6 | 7 | 4 | | 1 | 1 | 32 | 43 |

TABLE Y.—COMMAND OF ENGLISH AND YIDDISH BY THOSE REPORTING ABILITY TO USE MORE THAN TWO LANGUAGES.

| Occupation. | Number able to use more than two languages. | | | English: Ability to— | | | Yiddish: Ability to— | | |
|---------------|---|-------|--------|----------------------|-------|--------|----------------------|-------|--------|
| | Speak. | Read. | Write. | Speak. | Read. | Write. | Speak. | Read. | Write. |
| Pressers..... | 70 | 44 | 39 | 51 | 34 | 31 | 70 | 43 | 40 |
| Cutters..... | 61 | 44 | 43 | 60 | 43 | 42 | 56 | 41 | 40 |

From Table S it appears that 70 pressers and 61 cutters speak more than two languages; 9 pressers speak one language only, Yiddish; 4 cutters speak one language only, but the language is English. The 9 pressers speaking only one language are distributed over six age groups, from 21 to 49 years; whereas the 4 cutters are all over 35 years of age and under 50.

About twice as many pressers (19) as cutters (10) speak their native language and Yiddish, of those speaking two languages only; but 16 cutters speak Yiddish and English, as against 1 presser.

In order to obtain a comparison in respect to speaking knowledge of Yiddish and English, it is necessary to combine the data separated in the tables in three sections.

SUMMARY.

For convenience of reference the more important facts that appear in the tables may be summarized, as follows:

Median age for 100 individuals: Pressers, 35 to 39; cutters, between 29 and 30.

Modal age group: Pressers, 35 to 39; cutters, 25 to 29.

Number who are 45 years of age or over: Pressers, one-fifth (21); cutters, one-tenth (10).

Number under 25: Pressers, one-twelfth (8); cutters, one-fourth, (25).

Number under 30: Pressers, about one-fourth (28); cutters, one-half (50).

Born in United States: Pressers, none; cutters, 21.

Born in Russia: Pressers, 70; Cutters, 46.

Median age for Russian born: Pressers, 35 to 39; cutters, 25 to 29.

Median age for American born: Cutters, 30 to 34.

Number who are married: Pressers, 92; Cutters, 66.

Percentage of married having no children: Pressers, 8.7; cutters, 27.3.

Children in families of the married: Pressers, average, 3.4, median, 3; cutters, average, 1.7, median, 1.

Percentage married of those under 30 years of age: Pressers, 78.6, average number of children, 1.82; cutters, 42, average number of children, 0.76.

Percentage married of those 40 years of age or over: Pressers, 100, average number of children, 5.2; cutters, 85.7, average number of children, 2.8.

Comparing pressers and cutters of the same age groups, not only is marriage more common among pressers, but the number of children per family is progressively greater.

Median age at entrance into the industry: Pressers, 25 to 29; cutters, 18 to 20.

Number entering the industry under 21 years of age: Pressers, 18; cutters, 68. Under 18 years of age: Pressers, 3; cutters, 38.

Number entering the industry after 30 years of age: Pressers, 35; cutters, 6.

Percentage of Russian born who entered the industry under 21 years of age: Pressers, 20; cutters, 69.6.

Percentage of American-born cutters who entered the industry under 21 years of age, 85.7, is higher than for any other nationality group having more than one representative.

Percentage of those 30 years of age or over who entered the industry under 21 years of age: Pressers, 4.2; cutters, 48. Comparing each age group separately, the cutters uniformly entered the industry at earlier ages than the pressers.

Median number of years individuals have been in the industry: Pressers, 7; cutters, 9.

Number of those 30 years of age or over who have been in the industry less than 7 years: Pressers, 24 out of 72, 33.3 per cent; cutters, 3 out of 50, 6 per cent.

Number of those 40 years of age or over who have been in the industry 15 years or over: Pressers, 11 out of 30, 36.7 per cent; cutters, 15 out of 21, 71.4 per cent.

Median number of years in United States for those of foreign birth: Pressers, 7; cutters, 11. With the exception of the single age group, 25 to 29, the median number of years in the United States is consistently greater at all ages for cutters than for pressers.

Number of those 35 years of age or over who have been in United States less than 10 years: Pressers, 29 out of 57, 50.9 per cent; cutters, 2 out of 25, 8 per cent.

Number of those 40 years of age or over who have been in United States more than 15 years: Pressers, 11 out of 30, 36.7 per cent; cutters, 10 out of 15, 66.7 per cent.

Number of those foreign born who entered the industry within a year after arrival in the United States: Pressers, 84 out of 96, 87.5 per cent; cutters, 36 out of 78, 46.2 per cent.

Of 40 foreign-born cutters under 30 years of age, 18 entered the industry within a year after arrival in this country, and the same is

true of 18 out of 38 who are 30 years of age or over, indicating no significant difference between the younger and the older groups.

Only 5 pressers and 5 cutters learned their trades before coming to this country.

Previous occupations in Europe include:

| | Pressers. | Cutters. |
|-------------------------------|-----------|----------|
| Present occupation..... | 5 | 5 |
| Profession..... | 4 | 6 |
| Skilled trade..... | 23 | 4 |
| Salesman, or in business..... | 48 | 28 |
| Farm, or forestry..... | 3 | 3 |
| Miscellaneous..... | 11 | 2 |
| No occupation reported..... | 6 | 31 |
| | 100 | 79 |

The proportion of those who learned their trade in any other way than "on the job" is small, including none of the pressers and only 7 cutters, of whom 5 report having served apprenticeship, one learned his trade from a relative, and one by private instruction.

Number of those having one year or more of day schooling in Europe: Pressers, 98; cutters, 64 (81 per cent of the foreign-born cutters).

Number of those having one year or more of day schooling in United States: Pressers, 2; cutters, 40.

Number of those having one year or more of evening-school attendance in United States: Pressers, 21; cutters, 47. Number having 2 years or more: Pressers, 5; cutters, 34.

Number of those under 30 years of age who have had 5 years or more of schooling in Europe: Pressers, 23, 83.1 per cent; cutters, 26, 52 per cent. Having 5 years of day schooling in United States: Pressers, none; cutters, 16, 32 per cent. Having one year or more of evening schooling in United States: Pressers, 10, 35.7 per cent; cutters, 26, 52 per cent.

Number of those 30 years of age or over who have had 5 years or more of schooling in Europe: Pressers, 67, 93.1 per cent; cutters, 28, 56 per cent. Having one year or more of day schooling in United States: Pressers, none; cutters, 18, 36 per cent. Having one year or more of evening school in United States: Pressers, 11, 15.3 per cent; cutters, 21, 42 per cent.

Tables S to Y.—Number of pressers who speak two or more languages, 91; cutters, 96. Number who read two or more languages: Pressers, 68; cutters, 81. Number who write two or more languages: Pressers, 66; cutters, 75.

Number of pressers reporting inability to read, 8; inability to write, 12; there are no cutters reporting inability to read or write.

The differences between the numbers of pressers and cutters who speak, read, and write one language only, respectively, are not large enough to be significant in themselves, but when the languages are taken into consideration it is seen that the groups thus compared are made up of entirely different elements. Number who speak one language only: Pressers, 9, Yiddish; cutters, 4, English. Number who read one language only: Pressers, 24, Yiddish; cutters, 19, of whom 16 read English. Number who write one language only: Pressers, 22, Yiddish; cutters, 25, of whom 20 write English.

Comparing pressers and cutters with respect to ability to use Yiddish and English, irrespective of command of other languages, very decided differences in the composition of the two groups are found. Number who speak Yiddish: Pressers, 100; cutters, 82. Number who read Yiddish: Pressers, 90; cutters, 68. Number who write Yiddish: Pressers, 88; cutters, 65. Number who speak English: Pressers, 52; cutters, 85. Number who read English: Pressers 35; cutters, 81. Number who write English: Pressers, 33; cutters, 81.

APPRENTICESHIP PLAN FOR CUTTERS.

In the inquiry concerning the method of learning the trade, apprenticeship was interpreted somewhat narrowly to mean a formal, definitely organized plan of learning and teaching a trade, involving a contractual relation with mutual obligations. In this sense, as noted, there is no apprenticeship system for either pressers or cutters in this industry at the present time, and there has been none in recent years. The necessity for some means that will accomplish the training of beginners and raise the general average of skill and efficiency exists in both occupations now as in the past, however, and the practical disappearance of apprenticeship has stimulated the development of various private agencies for the purpose and of informal agreements between employer and employee.

Examples of these arrangements will be found referred to in the individual histories, pages 142 to 145. In some cases the employer, or the foreman, or a fellow workman undertakes to teach the beginner for a financial consideration—a plan which, it is pretty well understood, works to the disadvantage of both worker and employer. It is not a good plan for the worker, for in its informality there is no guaranty of protection or consideration of his rights, and, as a matter of fact, there is usually great discrepancy between what he is led to expect to have done for him and the service actually rendered. The plan is equally unsatisfactory to the employer, especially when it is carried on surreptitiously, as it frequently is.

Other attempts to meet the situation have resulted in the organization of so-called cutting or designing schools. These are for the

most part small establishments, lacking in adequate facilities for imparting a practical training.

In the case of pressers the usual conditions of the factory shop seem to make it possible for the ordinary individual without experience or special training to acquire the necessary skill on the job and work up to a fairly satisfactory wage-earning status in a reasonable length of time. There are those among both employers and employees, however, who believe that the industry is seriously handicapped by the lack of suitable provision for a supply of skilled cutters.

Recognizing this favorable attitude on both sides, it was decided to undertake the formulation of an apprenticeship plan for cutters. With this object in view, a series of conferences was arranged with a number of skilled mechanics from among the officers of the Cutters' Union, Local No. 10, at which the entire field was gone over very carefully and in great detail.

After each conference the points developed and discussed to the stage of agreement were reduced to writing, and copies distributed at the next meeting for further discussion and revision. The final result of several weeks of this process appears in the following pages:

RULES AND PLAN OF PROCEDURE ADOPTED BY THE JOINT BOARD OF EXAMINERS FOR CUTTERS' APPRENTICES.¹

The Cloak, Suit, and Skirt Manufacturers' Protective Association, of New York City, and the Joint Board of Local Unions of the International Ladies' Garment Workers' Union, of New York City, hereby mutually agree and concur in the organization of a joint board of examiners for cutters' apprentices for the cloak, suit, and skirt industry of Greater New York, to be governed by the following rules and plan of procedure:

I. Immediately upon the adoption of these rules and plan of procedure, the parties to this agreement shall appoint, respectively, three (3) persons representing the association, and three (3) persons representing the cutters' union, who shall constitute themselves into a board; and shall thereafter be known as "The joint board of examiners for cutters' apprentices." Hereafter in these rules it will be referred to as "the board."²

II. The board shall immediately elect two chairmen, one from each side, who shall preside alternately for two weeks. These officers shall hold office for one year, or until their successors are elected.

III. The members of the board shall be appointed by the parties to this agreement, as follows: One representative from each side for a term of one year; one representative from each side for a term of two years; and one representative from each side for a term of three years. Thereafter, one representative from each side shall be appointed each year for a term of three years, and the term of office for members of the board shall be three years, or until their successors are appointed.

¹ After this agreement had been formulated, as the result of the series of conferences as noted elsewhere, it was used by representatives of the National Society for the Promotion of Industrial Education as a model in drafting a similar agreement to be submitted to the unions and manufacturers in the dress and waist industry. See Bulletin No. 146.

IV. As soon as practicable after its organization, the board shall appoint two deputy examiners, to be hereafter known as clerks, one representative of each side, who shall act as joint secretaries of the board.

V. The duties of the clerks shall include:

1. The maintenance of a system of card records, certificates of apprenticeship, and other forms, as may be determined hereafter by the board.
2. The examination of apprentices, and applicants for admission to the industry as cutters, at such times and in such manner as may be determined hereafter by the board.
3. Such other duties as may be determined hereafter by the board.

VI. The parties to this agreement shall defray, in equal proportions, the actual and necessary expenses of the board. The services of members of the board shall be rendered without compensation. The compensation of the clerks shall be determined by mutual agreement of the parties to this agreement, and paid by the same in equal proportions.

VII. A chairman shall preside at all meetings of the board.

VIII. Four (4) members, including two representatives from each side, shall constitute a quorum of the board for the transaction of business.

IX. The board shall meet at such times and places, or in accordance with such regular program or schedule, as shall be determined hereafter by mutual agreement at any regular meeting of the board.

X. The board shall have general jurisdiction over the cutters' apprentices in the cloak, suit, and skirt industry in Greater New York from the time of entrance into the industry until the attainment of the status of full journeyman cutter, including the examination and certification of all candidates for apprenticeship or for admission to the industry as cutters, and the enforcement of such rules and regulations as shall be hereafter adopted. All applications for admission to apprenticeship shall be made through the board.

XI. The following conditions governing grades of apprenticeship, length of service, and minimum weekly wage shall prevail.

PROPOSED GRADES, DEFINITION, LENGTH OF SERVICE, AND MINIMUM WEEKLY WAGE.

Grade 1.—Canvas cutter—grade A (rough canvas): This term is to mean the cutting of canvas or percaline larger than the cloth, where the cloth is cut exact, leaving it to the operator or finisher to trim the canvas exactly to the cloth after the stitching around the seams. Period of service, 8 months; minimum weekly wage, \$6.

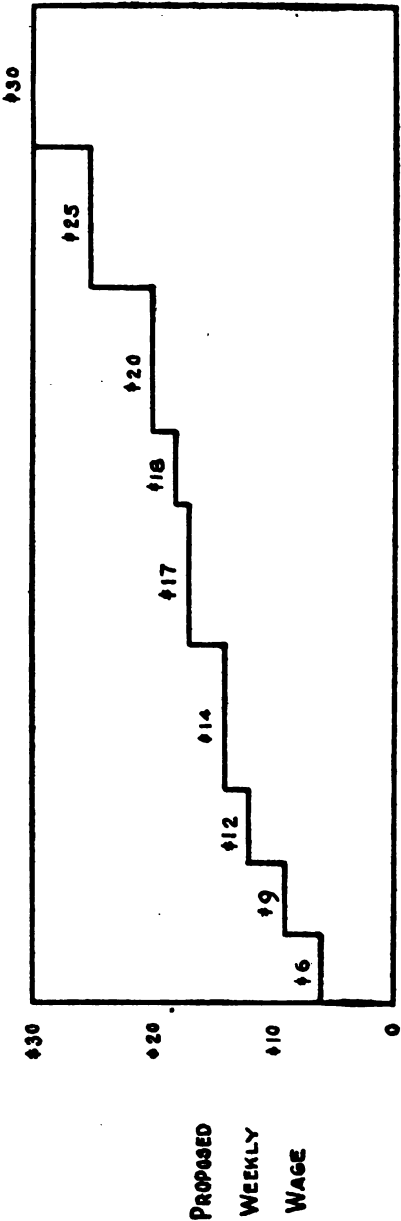
Grade 2.—Canvas cutter—grade B (canvas exact): This term is to mean the cutting of the canvas or percaline exactly to the pattern for those parts of the garment where the class of material or the style of the garment require it. Period of service, 6 months; minimum weekly wage, \$9.

Grade 3.—Canvas cutter—grade C (full canvas cutter): This term is to mean that the worker must be able to take the direction card with the lot of garments as cut and cut the canvas or percaline required for the lot, according to the direction card. Period of service, 6 months; minimum weekly wage, \$12.

Grade 4.—Living cutter—grade A: This term is to mean the cutting of linings upon markers supplied by the trimmer. Period of service, 12 months; minimum weekly wage, \$14.

Grade 5.—Living cutter—grade B: This term is to include the marking of linings and the exact cutting of same, also the exact cutting of all outside trimmings. No apprentice of this grade shall be employed in any shop that does not also employ, at the same time, a full journeyman-mechanic in the trimming department. Period of service, 12 months; minimum weekly wage, \$17.

PROPOSED APPRENTICESHIP GRADES AND WAGES
CLOAK, SUIT, AND SKIRT INDUSTRY
GREATER NEW YORK



| CANVAS | | | LINING | | CLOTH | | JOURNEYMAN | |
|--------|---|----|--------|----|-------|----|------------|--|
| A | B | C | A | B | A | B | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| 6 | 6 | 6 | 12 | 12 | 6 | 12 | | |
| 17 | | 18 | 19 | 20 | 21 | 22 | 23 | |

DURATION (MONTHS)

AVERAGE AGE

Grade 6.—Cloth cutter—grade A: This term is to mean the cutting of cloth upon markers supplied by the cloth cutter. Period of service, 6 months; minimum weekly wage, \$18.

Grade 7.—Cloth cutter—grade B: This term is to include the marking and cutting of all cloth required for a garment. No apprentice of this grade shall be employed in any shop that does not also employ, at the same time, a full journeyman cutter. Period of service, 12 months; minimum weekly wage, \$20.

XII. As soon as practicable after its organization, the board shall formulate and announce arrangements for the examination and certification of all cutters now employed in the industry or to be employed hereafter, and shall proceed to carry the same into effect.

XIII. The following rules and regulations shall govern the apprenticeship system for cutters:

1. Applicants for admission to the trade as cutters' apprentices must be not less than sixteen (16) years of age. No applicant may be admitted to apprenticeship who has passed his eighteenth (18th) birthday.

2. The board shall draft a suitable blank form of application for admission to the trade as an apprentice of grade 1, which shall be filled out by each applicant. Each such application must be indorsed by the prospective employer of the apprentice.

3. The board shall furnish to each successful applicant a certificate, valid in any shop in the industry, permitting the holder to work as an apprentice cutter of grade 1. Upon the submission by the holder of a grade 1 certificate of proof of six months' service in grade 1, the board shall issue in exchange therefor a certificate permitting the holder to work as an apprentice cutter of grade 2. Similarly, upon the submission by the holder of a grade 2 certificate of proof of six months' service in grade 2, the board shall issue in exchange therefor a certificate permitting the holder to work as an apprentice cutter of grade 3.

4. No apprentice shall be permitted to apply for an examination for entrance upon grade 4 until after a minimum total period of service, in one or more shops, of 18 months.

5. Beginning with grade 3, there shall be an examination of each apprentice at the completion of service in each grade, in order to authorize promotion into the next grade. After such examination, the board shall furnish to each successful applicant an appropriate certificate.

6. Beginning with grade 4, the board may permit a shortening of the proposed periods of service, to not less than a minimum of two-thirds ($\frac{2}{3}$) of the total time required, for individuals of demonstrated exceptional ability; and shall require longer periods of service than the maximums designated from individuals who show inability to meet the requirements.

7. The board shall draft a suitable blank form of application for examination which shall be filled out by each applicant, and shall determine the conditions under which requests for examination will be granted.

8. No apprentice shall be employed on work of a grade higher than that for which he holds a certificate issued by the board.

9. Provision shall be made in the industry, through the joint action of the parties to this agreement, for a system of training supplementary to the work of the shops, under the control of the board, for the purpose of facilitating and encouraging individual advancement.

10. Whenever provision shall have been made for the establishment of a system of supplementary training, the following principles shall govern the operation of the same:

- a. The work of the proposed school, or classes, shall be carried on principally during the slack seasons.

- b. The apprentice shall be required to pay into the treasury of the board a weekly assessment, to be hereafter determined, during the period while he is employed.

c. The employer shall pay into the treasury of the board a weekly assessment, to be hereafter determined, for each apprentice in his employ, during the period while the apprentice is receiving instruction in the classes provided by the board.

d. The funds acquired by the treasury of the board, as provided herein, shall be used toward defraying the necessary expenses incurred in the instruction of apprentices under its control.

e. The necessary expenses incurred in the instruction of apprentices by the board, as provided herein, over and above the amounts received in assessments, shall be defrayed by contributions from the parties to this agreement in equal proportions.

XIV. The employment of apprentices shall be subject to the following conditions:

1. The number of apprentices in any shop shall be determined by the number of full journeymen cutters employed therein. The number of apprentices to which any shop shall be entitled, therefore, shall vary with the season.

2. Any shop employing one (1) or more full journeymen cutters shall be entitled to one apprentice of any grade.

3. Any shop employing six (6) or more full journeymen cutters shall be entitled to two (2) apprentices.

4. Any shop employing nine (9) or more full journeymen cutters shall be entitled to three (3) apprentices.

5. No shop shall be entitled to more than one (1) apprentice of the same grade nor to more than a total of three (3) apprentices at any one time.

6. After the completion of his apprenticeship, the graduate apprentice shall not be eligible to employment in the shop in which he completes his apprenticeship in preference to other mechanics already employed therein.

PROPOSED FORM OF APPRENTICE CERTIFICATE.

APPRENTICE CERTIFICATE—grade 1.

No.....

Canvas cutter—grade A.

JOINT BOARD OF EXAMINERS FOR CUTTERS' APPRENTICES, CLOAK, SUIT, AND SKIRT INDUSTRY, GREATER NEW YORK.

Office, — West —th St.

Telephone, Gramercy —.

Mr.....

Address.....

is entitled to work as an apprentice canvas cutter, grade A, while employed by

Address.....

Issued.....1914.....Clerk.

NOTE.—The holder of this certificate is required to report weekly to the office of the joint board of examiners.

Print certificates on stock approximately 3 by 5 inches, using a different color for each grade of certificate.

Provide a suitable leather pocketbook in which to carry the certificate, similar to the books in which traveling men carry railroad passes. The book should have two flaps made of celluloid, under one of which the certificate should be slipped, while under the other a photograph of the holder should be sewed.

Provide a copy of the "Rules and regulations" in small booklet form, for insertion in a pocket in the certificate book.

Print on the reverse side of the certificate the following notice:

NOTE.—The attention of the apprentice is directed to the circular of instructions containing extracts from "The rules and plan of procedure adopted by the joint board of examiners for cutters' apprentices."

OUTLINE OF EXAMINATIONS SUGGESTED TO DETERMINE PROMOTIONS.

Examination at end of grade 3, for entrance into grade 4.

1. State what is meant by cutting canvas in the rough.
2. State what is meant by cutting canvas exact.
3. State what parts of a jacket require canvas.
4. Describe two of these parts.
5. Describe the kinds of garments that require the cutting of canvas exact.
6. State what is meant by the foundation of a garment.
7. Without a direction card, how would you find out what canvas parts are required in a garment?
8. Describe the parts of the canvas that are to be cut straight, and the parts that are to be cut on the bias.
9. Practical test: Supply the candidate with a set of patterns, cutting tickets, and the necessary materials. Required: To cut out the canvas exact for one pattern, six up, according to instructions on the cutting ticket.

Examination at end of grade 4, for entrance into grade 5.

1. On a two-sized lay of silk, would you face the lining? Why?
2. What silks have a right side and a wrong side?
3. Upon receiving a single-sized marker, on the open, how would you lay up the silk?
4. Practical test: Supply the candidate with a marker, cutting tickets, and the necessary materials. Required: To lay up the goods ready for cutting.

Examination at end of grade 5, for entrance into grade 6.

1. Describe the parts of the suit that are lined.
2. Describe what is meant by:
 - a. A full-lined garment.
 - b. A half-lined garment.
 - c. A yoke-lined garment.
3. Describe how you would cut the linings for:
 - a. A full-lined garment.
 - b. A half-lined garment.
 - c. A yoke-lined garment.
4. Describe what is meant by outside trimmings.
5. Describe how you would make a chart (or schedule) from the cutting tickets.
6. State several color schemes that provide satisfactory contrasts or combinations.
7. When is it necessary to use interlinings?
8. When is it necessary to use percaline?
9. Practical test: Supply the candidate with a set of patterns, cutting tickets, direction card, and the necessary materials. Required: To draft a chart from the cutting tickets, make a practical lay from the patterns and materials supplied, and a practical demonstration of satisfactory color schemes.

Examination at end of grade 6, for entrance into grade 7.

1. Describe the different cloth parts of:
 - a. A jacket.
 - b. A skirt.
 - c. A cloak.
2. Describe the kinds of cloth that require to be cut in one direction only.
3. In cutting a garment on the open, when is it necessary to face the layers?
4. If the garment has a breast pocket, which side would you cut it in?
5. Practical test: Supply the candidate with marker, cutting tickets, and the necessary materials. Required: To lay up the goods ready for cutting.

Examination at end of grade 7, for status of full journeyman cutter.

STYLE No. 745.

| Shade. | 32 | 34 | 36 | 38 | 40 | 42 | 44 |
|--------------|----|----|----|----|----|----|----|
| Black. | .. | 1 | .. | 1 | 1 | .. | .. |
| Tan. | 1 | 1 | 1 | 1 | 1 | .. | .. |
| Brown. | .. | 1 | 1 | 1 | .. | .. | .. |
| Silver gray. | 1 | 1 | 1 | 1 | .. | .. | .. |

STYLE No. 745.

| Shade. | 32 | 34 | 36 | 38 | 40 | 42 | 44 |
|-----------|----|----|----|----|----|----|----|
| Black. | .. | .. | 2 | 2 | 2 | 1 | 1 |
| Gray. | .. | 1 | .. | 1 | .. | .. | .. |
| Mahogany. | 1 | .. | 1 | .. | 1 | .. | .. |
| New blue. | 1 | 1 | 1 | 1 | 1 | 1 | 1 |

STYLE No. 745.

| Shade. | 32 | 34 | 36 | 38 | 40 | 42 | 44 |
|--------|----|----|----|----|----|----|----|
| Black. | .. | .. | 1 | 1 | 1 | 1 | 1 |
| Red. | .. | 1 | 2 | 2 | .. | .. | .. |
| Tan. | 1 | 1 | 1 | .. | .. | .. | .. |

STYLE No. 745.

| Shade. | 32 | 34 | 36 | 38 | 40 | 42 | 44 |
|--------|----|----|----|----|----|----|----|
| Black. | 1 | 2 | 3 | 3 | 2 | 2 | 1 |
| Blue. | 1 | 2 | 3 | 3 | 1 | 1 | .. |
| Brown. | 1 | 2 | 2 | 2 | 1 | .. | .. |
| Green. | .. | 1 | 1 | 1 | .. | .. | .. |

1. Given the foregoing orders: Make a chart, covering these orders, showing the method by which you would cut out the sizes required with the greatest economy of goods, together with the fewest number of markers.

2. A certain style of suit requires $3\frac{1}{4}$ yards of goods in size 36. Given a piece of goods of 50 yards: How would you arrange your scale of 34, 36, 38, and 40 sizes in order to use up the piece to the best advantage?

3. Describe the effects produced by cutting velours with the nap, and against the nap.

4. How would you proceed to make a shaded lay?

5. Practical test: Supply the candidate with a set of patterns, cutting tickets, direction card, and the necessary materials, including plaids, striped goods, figured goods, and chevrons. Required: To draft a chart from the cutting ticket; to make a practical lay from the patterns and materials supplied; and to give a practical demonstration of the process of cutting a cloak or jacket with a longer or shorter waist than the pattern given.

EDUCATION FOR THE WORKERS IN THE INDUSTRY.

The facts which have been set forth in the foregoing pages emphasize two significant characteristics of pressers and cutters which must be taken account of in any plans for education: (1) The workers in these two occupations are predominantly a foreign-born non-English-speaking group; (2) They are distinctively an adult group, three-fourths of the cutters being 25 years of age or over, and three-fourths of the pressers being 30 years of age or over. The impression gained from visits to numerous factories, and confirmed by employers and union officials alike, is that these conditions are characteristic of the entire industry. Aside from cutters, the numbers of American born, or of those who are under 20 years of age, are almost negligible. With the exception of cutters, the industry at the present time seems to depend almost entirely for its supply of workers upon a stream of adult foreigners.

The results of the inquiry as to the amount and character of school training suggest that existing agencies are not contributing materially to the needs of these groups. Without doubt the explanation of this fact is found not in the inadequacy or unsuitability of the school facilities offered, but rather in human nature itself. Most of the workers concerned have passed well beyond the period when physical and intellectual plasticity afford conditions favorable to growth. Habits have become fixed, the responsibilities of family life have been assumed, aspiration and ambition are not what they once were—in short, the path to further progress and development is effectually blocked. It is scarcely necessary to point to the experience of evening schools everywhere which have been striving for decades to provide all kinds of classes to meet all kinds of needs, namely, that the great bulk of those who can and will avail themselves of educational opportunities are under 21 years of age.

Nevertheless, the industry is greatly in need of new types of workers. One of the needs, as has been pointed out already, is creative ability. Under the present system a large proportion of the garments produced, and new styles developed, represent the appropriation by the manufacturer of such ideas and suggestions, originated by others, as his agents are able to utilize. A fine garment is purchased abroad, brought to New York, and copied, with as many modifications and variations as the ingenuity of the designer will permit. It is practically a kind of conventionalized piracy that has attained to a certain status of respectability for the reason that "everybody is doing it." What the industry needs is a new class of workers—designers, cutters, tailors, etc.—who are able not only to adjust themselves to rapidly changing styles and turn readily and skillfully from the construction of one kind of garment to another, but also to originate and execute new ideas.

A second and equally important need is for workers possessing a higher degree of artistic temperament and appreciation, since the possession of the artistic quality of style means the difference between success and failure. The decision as to the lines of a garment is too often left to men who have no conception of the rules of design or the principles of art; the responsibility for choosing and adapting color schemes is frequently intrusted to those who lack even a rudimentary understanding of color harmony; and the details of ornamentation are often worked out with no more intelligence and esthetic appreciation than is required to manipulate a patchwork puzzle. Too much reliance is placed on rules of thumb and formulas whose meaning and derivation are quite beyond the comprehension of those who resort to them.

The obvious remedy, and the only remedy, for these conditions is more and better training for the workers. The requisite skill in

workmanship, artistic appreciation, and creative ability can be secured in no other way. It is equally obvious that very little can be accomplished in these directions by attempting to transform adult workers. Something can be done that is worth while, perhaps, but the hope of the industry is in the training of younger workers than those who constitute the vast majority in this industry. An effort must be made to find all those who are still young enough to be susceptible to the influence of training and to concentrate attention upon them.

The industry has undergone a significant evolution during the past 10 or 15 years, because of the tremendous increase in the demand for ready-made garments. The perfection of manufacturing processes, the development of factory organization, and the economies of large scale production have now made available for the great mass of the people garments of quality and serviceability that 25 years ago were within the reach of only the wealthy. It is very difficult to realize the enormous expansion in the volume of business that has taken place in recent years. The ready-made garment made its first appeal to the wearer of cheap clothing, and the product was inferior to that of the custom tailor both in materials and workmanship. With the development of the industry, however, the manufacturer has not only improved his product but he has steadily striven for higher and higher classes of customers. Some of the best designers and mechanics in the business are now in the employ of the better-grade cloak and suit manufacturers. The product of some of these factories contains materials of as high quality as the market affords, and the operatives who make the garments represent skill of as high grade as any at the command of the custom tailor. Since the differences in quality of material and workmanship have been so largely done away with, practically the only things that the custom tailor can supply his patron that can not be had from the manufacturer of ready-made garments are a certain exclusiveness and a kind of personal service. Even the advantage of exclusiveness is of short duration, in many cases, for the enterprising designer readily and promptly copies new ideas that give promise of becoming popular.

This invasion of the field of the medium and high priced garment, however, has created a real demand for workers with higher degrees of skill, and more of them. The industry faces the possibility of reaching the upper limits of development at an early date unless a supply of better-trained workers can be assured. Hence, the importance of the proposed scheme for apprenticeship and industrial training can be readily appreciated.

That development along the lines suggested is in the interests of the workers, as well as of the manufacturers, requires no demonstration. Increase in the qualifications referred to means direct and positive

increase in efficiency, and corresponding increase in earning capacity. If the industry is to rise to higher levels of artistic service and commercial success it can only be through suitable recognition of the importance of the worker's contribution toward that consummation.

COMMISSION ON INDUSTRIAL EDUCATION.

With due appreciation of the growing need for action, the unions and the manufacturers' association, in January, 1914, authorized the creation of a commission on industrial education, which should consider the problem and propose some solution. It was agreed that this commission should consist of nine members, three appointed by each of the two parties to the protocol, and three appointed by the board of arbitration. As a first step the board of arbitration was authorized to direct the bureau of statistics, which is responsible for this present study, to prepare in definite form proposals looking toward the development of a plan for the industrial and supplementary training of workers and apprentices. The following outline of the details of a plan for a part-time and factory school is presented in compliance with these instructions. The accompanying chart shows the proposed plan of organization and control.

PROPOSED PART-TIME AND FACTORY SCHOOL.

UNITS OF FIVE WEEKS.—Inspection of the figures collected in the study of wage statistics indicating the seasonal fluctuations in the industry shows that there are two periods each year, each several weeks in length, during which large numbers of employees are thrown out of work. In accordance with the provision of the apprenticeship agreement, the basis of the factory school is made two 10-week periods, so arranged as to coincide with the periods of highest unemployment. It is proposed, therefore, to operate a factory school for 10 weeks, from November 15 to February 1, and 10 weeks, from May 1 to July 15, in four units of 5 weeks each.

It is proposed, further, to operate a part-time school for 25 weeks, in 5 periods of 5 weeks each. Since the two parts of the plan together contemplate 45 weeks of school, there remain 7 weeks of vacation to complete the year. From the standpoint of both employers and employees the most favorable time to interrupt the school work is at the height of the busy season, when teachers and apprentices alike are most needed in the productive work of the factories. The seven weeks of vacation are divided, therefore, and three weeks are placed at the height of the spring season, and four weeks at the height of the fall season. The accompanying chart shows the program for the year by weeks and units, and the relation to seasonal fluctuations on

| | | |
|--|---|--|
| | Materials | |
| | Raw Materials Purchased in Market | |
| | or Furnished by Members of Assn on Conditions Specified | |

the basis of pay-roll data secured from 60 shops for the year August, 1912, to July, 1913.

SCHOOL DAY.—The program of the factory school provides for 6 hours' work daily from Mondays to Fridays, with morning sessions from 9 to 12, and afternoon sessions from 1 to 4, and morning sessions on Saturdays from 9 to 12. The plan of the part-time school proposes that each apprentice shall go to school for one session of 3 hours each week for a period of 25 weeks.

ATTENDANCE.—The apprentices who attend the factory school may or may not be the same ones who attend the part-time school. This is a matter to be determined, with others, when the final details are settled. The work of the factory school could be designed for apprentices most in need of training, while those who are more proficient could be provided for by the part-time units. In any event, attendance upon classes, and satisfactory completion of the work assigned, should count as fulfillment of a definitely recognized portion of apprenticeship service.

PAYMENT WHILE IN SCHOOL.—The question of the payment of apprentices for a part or all of the time spent in school attendance should be taken up for settlement by the parties to the agreement.

FACTORY SCHOOL.

COURSE OF STUDY.—It is proposed that the apprentice shall devote one-half of his school time to productive shopwork and the necessary instruction in industrial processes connected therewith, one-fourth to related subjects, and one-fourth to general subjects. The work is to be arranged in units of 5 weeks, based on the 7 grades of apprenticeship provided for. The units to be offered at any given time will naturally depend upon the grades of apprenticeship represented by those applying for instruction, and upon the facilities afforded by the school organization. Each unit of the course of study must include work in: (1) Industrial subjects; (2) Related subjects; (3) General subjects. The general content of the fields included under these heads is indicated in the following paragraphs:

PROGRAM.—The program is arranged so that two sections of apprentices work in the factory one-half of each day throughout the week, while two other sections devote the other half days throughout the week to related subjects and general subjects. This arrangement may continue through the 5 weeks, or it may be reversed on alternate weeks. (See "Teachers' schedules," p. 189.)

INDUSTRIAL SUBJECTS.—These include instruction that deals with and is directly based upon the processes specified in the apprenticeship plan. It should include also instruction in the drafting and grading of patterns, as well as other processes not specifically mentioned, but essential to the development of the skilled workman.

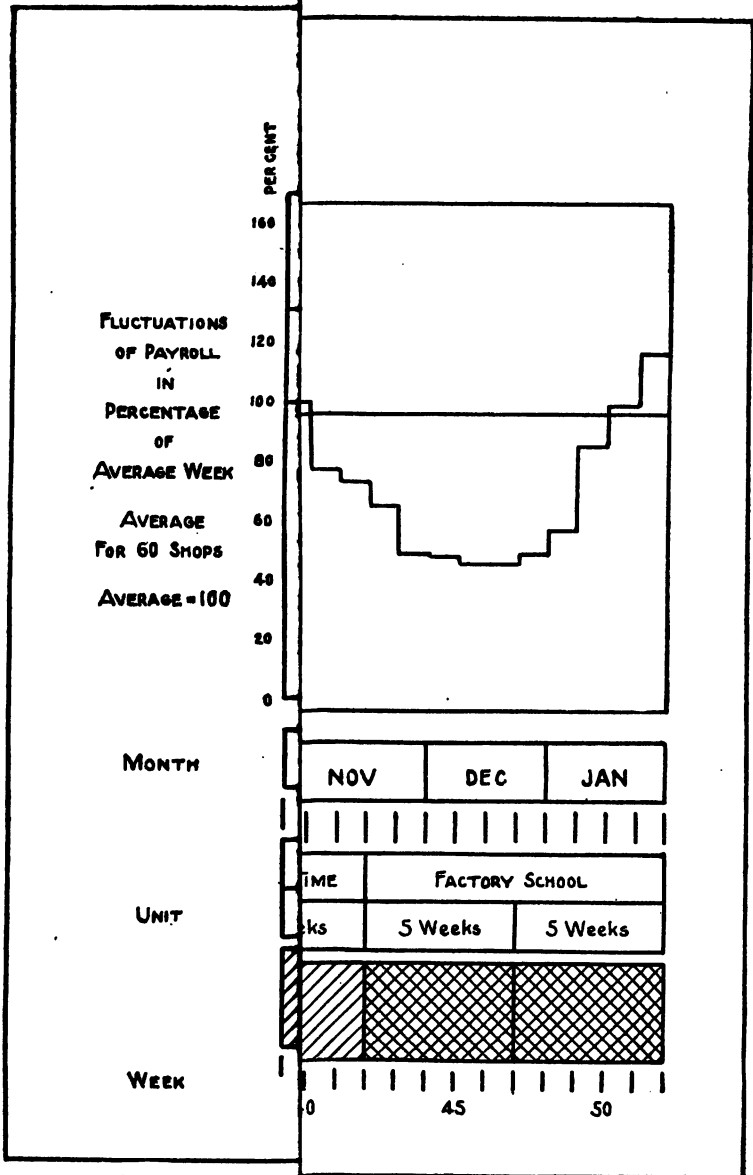
For the conduct of this part of the instruction the school is to be organized as a factory for actual productive work. Arrangements will be made by which members of the association will send in work to be done which will furnish the apprentices with practical problems such as arise in the regular course of business. While the school shopwork is to be organized on a factory basis, and every effort made to secure the highest possible standards of workmanship and efficiency, nevertheless the emphasis must be always on the educational value of the process and the advancement of the apprentice.

The productive work of the school factory is to be under the direction of a shop foreman, while a teacher of industrial subjects will be in charge of the instruction, and both will be responsible to the director. It will be necessary to select the shop foreman and the teacher of industrial subjects with a view to their ability to work together in sympathetic and hearty cooperation, on the basis of clearly defined principles worked out in conference with the director.

RELATED SUBJECTS.—By these are meant subjects of study directly related to the industrial processes carried on in the factory. The work in pattern drafting and grading should have a thorough grounding in the elements of freehand and mechanical drawing, and through appropriate study of color and textiles provision should be made for improvements in taste and esthetic appreciation, the necessity for which has already been pointed out. The sources of the important materials used in the industry should be made the subject of careful study. Attention should be given to the possibility of raising the standards of efficiency by the use of modern factory appliances and inventions, by a scientific study of production and distribution costs, and by the improvement of factory methods.

GENERAL SUBJECTS.—The plan here outlined does not contemplate a training confined to wage-earning capacity exclusively. The course of study has been projected under the influence of the conviction that the worker is first of all a man and a citizen, and as such has certain duties, obligations, and privileges of which he must be made aware. The importance of industrial efficiency is not neglected nor minimized, but it is considered in its relation to the whole life of the individual.

For this reason it is insisted that due regard must be paid to general subjects in an educational plan for any industry, in order to insure that minimum of intelligent understanding of civic and social, as well as industrial conditions and tendencies that an enlightened public opinion deems essential to the proper development of our American civilization. In order to provide for this supplementary training it is proposed that one-fourth of the school time shall be devoted to the thoughtful and carefully directed consideration of pertinent topics selected from the fields of industrial history, industrial geography,



and industrial and personal hygiene. For many of the workers this kind of study must be preceded, or at least accompanied, by a certain amount of drill in the English language, and a grounding in the elements of mathematics and bookkeeping. The exercises in language work and the problems in mathematics and bookkeeping should be such as naturally arise in the industry, at least until sufficient interest has been aroused to carry the study further.

The importance of the labor organization in this industry, and the fact that the stability of the industry rests in large measure upon the successful direction of the growing tendency to pool interests on both sides, emphasize the necessity for an understanding of the principles of trade agreements and collective bargaining. These topics should have an important place in the curriculum of the industrial school.

Finally, those topics that deal with social and political relationships, and that have to do with appreciation of the spirit and the ideals of American democracy, for convenience comprehended under the inclusive term "citizenship," represent a phase of education that is of special significance in an industry whose workers are to such a large extent foreign born. Not only the future of this industry but the future of the commonwealth is threatened if suitable provision be not made for assisting these thousands of newcomers to adjust themselves to American conditions.

PART-TIME SCHOOL.

COURSE OF STUDY.—Since the plan provides that the apprentice shall spend three hours weekly in school while employed the remainder of the week in a factory, it is not necessary to provide for productive shopwork in the part-time school. One-half of the time is to be devoted to subjects directly related to the factory work, and one-half to general subjects, the general character of these groups of subjects being the same as already described under the factory school. The plan proposes 25 weeks of part-time schooling per year for each apprentice enrolled, but it can be modified quite readily so as to provide a shorter school year or term.

PROGRAM.—The time is to be divided between related subjects and general subjects by dividing each three-hour period into two parts, or by assigning the groups of subjects to alternate weeks.

REGULATION OF FACTORY DEPARTMENT.—It will be necessary for the commission, or for the parties to the agreement in some other way, to reach mutual agreement on rules and regulations governing the operation of the factory department of the school and the disposition of the product. It should be arranged that raw materials needed shall be purchased in the market, or furnished by members of the association on conditions specified. In the same manner,

the product should be sold at market value, or absorbed by members of the association on conditions specified.

RECOMMENDATION OF GRADUATES.—It should be the duty of the director of the school to send to the joint commission on industrial education from time to time the names of apprentices who have successfully completed the various portions of the course of study as outlined, with the recommendation that they be duly examined for certification to the next higher grade.

CERTIFICATION OF APPRENTICES.

Certificates of apprenticeship should be issued by the joint commission on industrial education, through its secretary, rather than by the school in order to invest them with somewhat more of dignity and importance. These documents should be recognized as important and valuable credentials, intrinsically worth striving for. The board, therefore, should have direct charge of the examining of apprentices, classifying them into grades, and issuing apprenticeship certificates.

The secretary of the board should also be charged with devising a follow-up plan, for keeping track of apprentices in the factories, and discovering and removing causes of complaints. It should be his duty to assist the individual apprentice in every way possible in his efforts toward advancement in the industry, and to promote the interests of the worker by advice and suggestion, not only to the worker but to the employer and to the director of the school.

FINANCIAL ORGANIZATION.

RECEIPTS.—The financial organization of the school is shown in outline in the accompanying diagram. The sources of income may be classified as follows:

1. It is proposed to request the board of education of the city of New York to detail certain teachers to assist in the school. The salaries of such teachers will represent a contribution from this source.

2. Assessments paid by apprentices and employers.

3. It is anticipated that occasions will arise when quantities of material in the form of remnants or otherwise may be available for the use of the school at a considerable reduction from their original value. The difference between the actual value of the goods and the amount paid will constitute a contribution from this source.

4. Whatever is realized from the disposition of the product of the factory department will be credited on the books of the school.

5. Miscellaneous receipts and contributions.

6. Contributions from the unions and the manufacturers' association. Each of the two parties to the agreement is to bear one-half of the net operating expense.

EXPENDITURES.—The expenditures will be limited to those necessary for the rental of space, equipment, and operation of the school, and the equipment and maintenance of the office of the board. The receipts will pass to the secretary and will be transmitted by him to the treasurer. Expenditures will be made by the treasurer on vouchers drawn by the secretary and countersigned by the chairman of the board.

BUDGET.—The following budget represents an estimate of the necessary minimum of expenditures for the first year. After the first year the item of \$1,250 for equipment will be eliminated. It is impossible to offer anything better than a guess as to the amount that might be realized from the disposition of the product or from miscellaneous contributions.

BUDGET FOR INDUSTRIAL EDUCATION.

Salaries:

| | | |
|---|----------|-----------|
| Director..... | \$4, 500 | |
| Shop foreman, 20 weeks, at \$40..... | 800 | |
| Teacher of industrial subjects, 20 weeks..... | 800 | |
| Teacher of related subjects, 45 weeks..... | 1, 800 | |
| Teacher of general subjects, 45 weeks..... | 1, 800 | |
| Secretary to the director, 52 weeks, at \$25..... | 1, 300 | |
| Stenographer and clerk, 52 weeks, at \$20..... | 1, 040 | |
| | | \$12, 040 |

Rental:

| | | |
|--|-----|--------|
| Space for factory school, fully equipped, 20 weeks, at \$25..... | 500 | |
| Space for part-time school, 25 weeks, at \$25..... | 625 | |
| | | 1, 125 |

Equipment:

For part-time school—

| | | |
|---|---|-----|
| Teachers' desks and chairs..... | } | 750 |
| Tables for writing and study, for 30..... | | |
| Chairs, for 30..... | | |
| Tables for drafting, for 15..... | | |
| Drafting boards, instruments, etc..... | | |
| Textbooks, lesson sheets..... | | |
| Blackboards..... | | |
| Supplies..... | | |

For office—

| | | |
|----------------------------------|---|--------|
| Desks, chairs..... | } | 500 |
| Typewriter..... | | |
| Mimeograph, for duplicating..... | | |
| Filing cabinets..... | | |
| | | 1, 250 |

Printing:

| | | |
|-------------------------------|---|-----|
| Office forms..... | } | 300 |
| Record card filing forms..... | | |
| Lesson sheets..... | | |
| Examination questions..... | | |
| Certificates..... | | |

| | | |
|------------------|-----|---------|
| Incidentals..... | 285 | |
| | | 585 |
| | | 15, 000 |

CAPACITY OF SCHOOL.

FACTORY SCHOOL.—The classes should be limited in size to 15 apprentices to each teacher. With the instructional staff as proposed, the program will permit 60 apprentices to be accommodated at one time. The teacher of related subjects and the teacher of general subjects will each have a section of 15 apprentices, while the shop foreman and the teacher of industrial subjects will together have charge of a double section of 30. By an exchange of sections between morning and afternoon sessions each section will be given the three lines of work required.

If each section of apprentices is limited to 5 weeks of instruction, the 20 weeks of factory school will provide accommodations for four sections of 60 each, or 240 apprentices during the year. Of these, it is suggested that 120 be apprentice cutters and 120 apprentice pressers.

If the four units of instruction suggested are planned in such a way as to cover the ground of the first six grades of the apprenticeship plan outlined on page 174, and one of these units offered to the apprentice in each of the first four years of his apprenticeship, it would mean that the factory school, when once in full operation, would have a capacity of 30 graduate apprentice cutters and 30 graduate apprentice pressers each year.

PART-TIME SCHOOL.—The instructional staff for the part-time school includes only the teacher of related subjects and the teacher of general subjects, in addition to the director. Since each apprentice is to receive only one-half day (three hours) of instruction, each teacher can accommodate two sections of 15 each daily, or, together, 60 per day. In a week of $5\frac{1}{2}$ days, therefore, provision is made for 330 apprentices. Of these, it is suggested that 150 be apprentice cutters, 150 apprentice pressers, and that special sections be provided for 30 girls employed as finishers, cleaners, basters, etc.

If the term of 25 weeks be considered as a unit, and one such unit be offered for each of the 5 years of the apprenticeship, the part-time school, when in full operation, will have a capacity of 30 graduate apprentice cutters and 30 graduate apprentice pressers each year.

The following summary shows the number of hours of instruction provided in the proposed units.

SUMMARY OF HOURS OF INSTRUCTION.

| Subjects. | Hours of instruction in— | |
|--------------------------|------------------------------------|---------------------------------------|
| | 5 weeks' course in factory school. | 25 weeks' course in part-time school. |
| Industrial subjects..... | 82½ | (Week in factory.) |
| Related subjects..... | 41½ | 37½ |
| General subjects..... | 41½ | 37½ |

Whether the amount of time allowed is enough to accomplish all that may be desired, or whether the two parts of the plan (the factory school and the part-time school) can be made of substantially equal value to apprentices, are questions that can be answered satisfactorily only after a careful trial has been made and the results studied. It may be found desirable, for example, to employ the teacher of industrial subjects during the 25 weeks of the part-time school, and to arrange for him a schedule of visits to the factories where apprentices are employed, in order to systematize the instruction in the industrial processes.

APPRENTICESHIP PLAN FOR PRESSERS.—In explanation, it should be said at this point that the plan contemplates the formulation of an apprenticeship system for pressers correlative to that outlined on pages 174 to 176 for cutters.

The following schedule indicate the arrangement of hours of instruction and the classes assigned to each teacher for the factory school and the part-time school, respectively. Each section, A, B, C, D, etc., is understood to consist of not more than 15 apprentices.

TEACHERS' SCHEDULES.

FACTORY SCHOOL.

| Hours. | Staff. | Monday. | Tuesday. | Wednesday. | Thursday. | Friday. | Saturday. |
|-------------|-------------------------------------|---------|----------|------------|-----------|---------|-----------|
| 9 to 12.... | Shop foreman..... | A | A | A | A | A | A |
| | Teacher of industrial subjects..... | B | B | B | B | B | B |
| | Teacher of related subjects..... | C | D | C | D | C | D |
| | Teacher of general subjects..... | D | C | D | C | D | C |
| 1 to 4.... | Shop foreman..... | C | C | C | C | C | ..... |
| | Teacher of industrial subjects..... | D | D | D | D | D | ..... |
| | Teacher of related subjects..... | A | B | A | B | A | ..... |
| | Teacher of general subjects..... | B | A | B | A | B | ..... |

PART-TIME SCHOOL.

| | | | | | | | |
|-------------|----------------------------------|---|---|---|---|---|-------|
| 9 to 12.... | Teacher of related subjects..... | A | E | I | M | Q | U |
| | Teacher of general subjects..... | B | F | J | N | R | V |
| 1 to 4.... | Teacher of related subjects..... | C | G | K | O | S | ..... |
| | Teacher of general subjects..... | D | H | L | P | T | ..... |

The following table shows the numbers of apprentices, by grades, for which accommodations will be provided when the industrial school is in full operation.

NUMBERS OF APPRENTICES PROVIDED FOR AND GRADES REPRESENTED.

| Grades. | Factory school. | | Part-time school. | | |
|--|-----------------|-----------|-------------------|-----------|----------|
| | Cutters. | Pressers. | Cutters. | Pressers. | Special. |
| 1, 2, 3..... | 45 | 45 | 60 | 60 | ..... |
| 4..... | 30 | 30 | 45 | 45 | ..... |
| 5..... | 15 | 15 | 15 | 15 | ..... |
| 6..... | 15 | 15 | 15 | 15 | ..... |
| 7..... | 15 | 15 | 15 | 15 | ..... |
| Special class for finishers, etc. (girls)..... | ..... | ..... | ..... | ..... | 30 |
| Total..... | 120 | 120 | 150 | 150 | 30 |

PER CAPITA COSTS.

Without taking into account the probable reduction in the cost of running the industrial school through the various sources of income already enumerated, a budget of \$15,000 for 45 weeks gives a weekly estimated expense of \$333.33. Since the factory school accommodates 60 apprentices, the weekly cost per apprentice is \$5.55; and for the unit of 5 weeks the cost for instruction is \$27.75 for each apprentice enrolled.

The part-time school accommodates 330 apprentices, consequently the weekly cost per apprentice is \$1.01; and since each apprentice is to receive 25 weeks of instruction, the cost is \$25.25 for each apprentice enrolled.

ASSESSMENTS.—The apprenticeship agreement proposes that each employer shall pay into the treasury of the commission on industrial education a weekly assessment for each apprentice during the period of instruction in the industrial school and that each apprentice shall pay a weekly assessment while employed in any factory. Both the employer and the apprentice will be directly benefited by the work of the industrial school and therefore should contribute something toward its maintenance. Each is more likely to assume an attitude of interest and helpful cooperation toward an enterprise to the support of which he is making some financial contribution, however small.

RELATION OF THE INDUSTRIAL SCHOOL TO THE PROTOCOL.

The accompanying diagram shows in outline the relation of the proposed industrial school and the joint commission on industrial education to the protocol, which was signed September 2, 1910. The parties to the agreement are: The joint board of affiliated local unions of the International Ladies' Garment Workers' Union, and the Cloak, Suit, and Skirt Manufacturers' Protective Association.

Under the terms of the protocol there have been set up two agencies dealing with specific classes of industrial problems:

1. The joint board of sanitary control, consisting of "two nominees of the manufacturers, two nominees of the unions, and three who are to represent the public." The organization of the board includes a director, an assistant medical examiner, a staff of inspectors, and clerks.

2. The board of arbitration, consisting of "one nominee of the manufacturers, one nominee of the unions, and one representative of the public." The organization provides for a secretary, a board of grievances, clerks of the board of grievances, and deputy clerks.

It is now proposed to adopt an amendment to the protocol which shall provide for the establishment of a third agency correlative with the ones just mentioned:

3. The joint commission on industrial education, consisting of three nominees of the manufacturers, three nominees of the unions, and three representatives of the public, at least one of whom shall be a member of the board of education of Greater New York and one an expert in industrial education. The organization of the commission provides for a secretary, to have charge of finance and the certification of apprentices, and a director, who is to be responsible for the management of the industrial school and the factory department.

VITA.

WILLIAM T. BAWDEN.—Born in Oberlin, Ohio. Graduated from Denison University, Granville, Ohio, with Degree of A. B., in June, 1896. In 1897-98 was a special student in the Mechanics Institute, Rochester, N. Y., in the course for teachers and supervisors of manual training for secondary schools. In 1902-03 studied at Teachers College, Columbia University, New York, N. Y., receiving the Diploma in Manual Training for Elementary Schools and the Degree of B. S. From 1912 to 1914 graduate student at Teachers College, with Major in Administration of Industrial Education and Minor in Social Economy. Holder of Scholarship, Denison University, 1892-96, and of Graduate Research Scholarship, Teachers College, 1913-14. In 1896-97, instructor in common branches, Cedar Valley Seminary, Osage, Iowa; from March to August, 1898, instructor in wood-turning and pattern-making, New York State Reformatory, Elmira, N. Y.; from 1898 to 1902, instructor in Manual Training Department, Public Schools, Buffalo, N. Y.; from 1903 to 1910, Director of Manual Training Department, Illinois State Normal University, Normal, Ill.; from 1910 to 1912, Assistant Dean of the College of Engineering, University of Illinois, Urbana, Ill. Since July, 1909, Managing Editor of THE MANUAL TRAINING MAGAZINE, and since July, 1911, Managing Editor of VOCATIONAL EDUCATION, published by The Manual Arts Press, Peoria, Ill. Assisted in the industrial education survey, Bridgeport, Conn., 1913. Assisted in the investigation into the Cloak, Suit, and Skirt Industry of New York City, conducted by the Board of Arbitration, 1913-14. Assisted in the industrial education survey, Richmond, Va., 1914. Since August, 1914, specialist in industrial education, U. S. Bureau of Education, Washington, D. C.

